ED 434 198 AA 001 314

Resources in Education (RIE). Volume 35, Number 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1000 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. The electronic version of the ERIC database contains data fields in addition to those appearing in the printed journal, e.g., geographic source, target audience, etc. (CRW/WTB)

ED 434 199 CE 076 960

First Year Evaluation of Iowa's Basic Skills Certification Program.
PUB DATE- 98
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; *Community Colleges; Educational Certificates; Evaluation Methods; *High School Equivalency Programs; *Outcomes of Education; Program Effectiveness; Skill Development; State Programs; Student Attitudes; Two Year Colleges
IDENTIFIERS- Des Moines Area Community College IA; *Iowa; Northeast Iowa Community College

First-year evaluation results of Iowa's Basic Skills Certification pilot program were reported for the four community colleges participating: Northeast Iowa, Des Moines Area, Western Iowa Tech, and Iowa Western. The pilot sites represented a variety of adult basic education instructional environments that included a workforce development center, an adult correctional facility, an adult learning center, an adult basic education and general educational development (ABE/GED) classroom, a residential treatment facility, a residential care facility, an even start program, and a vocational training center. Results included the following: (1) a total of 323

Decision Making; *Disabilities; Material Development; Program Development; Program Implementation; Secondary Education; *Special Education; Staff Development; State Programs; Statewide Planning; *Vocational Education; *Vocational Evaluation
IDENTIFIERS- Florida

This guide is designed to assist districts in developing and implementing Curriculum-Based Vocational Assessment (CBVA) as an integral part of the career/vocational program for students with disabilities. The document begins with a User's Guide that describes each part of the guide and makes suggestions for its use. Part 1 explains what CBVA is and traces its origin, cites benefits of using CBVA, addresses its relationship to national initiatives, traces the stages of CBVA data collection, clarifies who participates and benefits, how and what information is collected, and provides information on CBVA activities in Florida. Part 2 presents the rationale for using CBVA and explains how it is related to key state initiatives and how to use CBVA as a decision-making tool. Part 3 outlines a process for planning, developing, and implementing CBVA. Topics are as follows: the team process, team decisions, design of the CBVA rating forms, rating schedules, training, and monetary support. Part 4 highlights strategies used to implement the CBVA process in five school districts. Sample district CBVA material is included. Appendixes include the following: CBVA Handbook, a blank outline of the recommended parts of a local CBVA handbook; example program marketing and maintenance materials; training materials for staff development activities; sample CBVA rating forms for courses such as exceptional student education (ESE) academic classes, ESE vocational classes, and regular vocational job preparatory classes; and selected articles from the CBVA Update Newsletter, 1992-97. (YLB)

ED 434 218   CE 079 170

Akhavan, Kambiz
Business Ethics. Digest Number 98-1.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Adults; *Business; Business Education; Ethical Instruction; *Ethics; Honesty; Integrity; Success; *Values; Values Education; Vocational Education
IDENTIFIERS- *Business Ethics

Discussion of business ethics rests on rather ambiguous grounds. What one person considers highly unethical can be legitimate in another person's eye. Many businesses operate under tenets that, although not illegal, most people would consider unethical. Having the ability to distinguish between ethical and unethical practices does not guarantee that a business owner will consistently choose the ethical decision. Business owners need to realize the tremendous benefits of operating an ethical company and severe disadvantages of using unethical operations. Guidelines that can help them create or improve the ethical standards within their companies include the following: (1) if the company has committed a serious error, do not attempt to cover it up; (2) create a believable public commitment to ethical operations; (3) establish a strategy to communicate the ethics guidelines to the staff; (4) build trust with employees and constantly monitor the ethics program; (5) hire people who can uphold the company's high ethical awareness/exploration activities in which students are not paid by the employer; (2) school-sponsored nonpaid career development types of structured-learning experiences; and (3) school-sponsored career development types of structured learning experiences in which students are paid by the employer while learning skills on the job. Under each of these categories are recommended steps for reducing employer liabilities. The final section includes information on the following other employment-related topics: (1) employment discrimination; (2) employment eligibility verification; (3) income tax; (4) health and accident insurance; (5) minimum wage; (6) occupational safety and health; (7) records requirements; (8) sexual harassment; (9) transportation; (10) unemployment insurance (11) violations of child labor laws; and (12) workers' compensation. Appendixes include a synopsis of child labor laws, statement of principle, student health and safety guide, Workers' Compensation Law, and a sample certificate of insurance. (YLB)

ED 434 236 CE 079 234

Robinson, Dilys; Buchan, James; Hayday, Sue
On the Agenda: Changing Nurses' Careers in 1999. IES Report 360.
PUB DATE- 99
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Burnout; *Career Change; Employment Patterns; Foreign Countries; *Job Satisfaction; *Labor Market; Labor Turnover; *Nurses; Nursing; Nursing Education; *Persistence; Professional Continuing Education
IDENTIFIERS- *United Kingdom

A survey of a random sample of 6,000 registered nurses who were members of the Royal College of Nursing explored views on issues related to working as a nurse and having a career in nursing. Recent policy documents highlighted the high value the government placed on the role of nurses. Results indicated there were clear gender differences with respect to area of work, with men more often found in mental health and only females in general practice nursing; "greying" (meaning the advancing mean age of those in the nursing progression) of the work force continued; and the percentage employed in National Health Service (NHS) nursing decreased. Nineteen percent of NHS nurses had changed jobs or stopped working in the past 12 months, with over half of those leaving for jobs in non-NHS nursing. Nurses reported better pay was the most important factor that would encourage them to stay in nursing. Fifty-nine percent worked more than their contracted hours; nurses with the highest stress factor scores were those who worked excess hours every shift. Regardless of the ways respondents were grouped, all groups were dissatisfied with their pay; nearly all reported high levels of dissatisfaction. Nurses had spent an average of 83 hours in continuing professional development (CPD) over the last 12 months; nurses who worked in nursing homes/residential care were likely to report no help by employers for CPD activities. For both NHS and non-NHS nurses, career satisfaction and intention to leave nursing as well as commitment and leaving intentions were related. (Appendixes contain survey information and scale items, and 19 references.) (YLB)

ED 434 237 CE 079 237

McDonald, Rod; Hayton, Geoff
A Brief History of the Evaluation of VET in Australia. Review of Research.
PUB DATE- 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Assessment; *Educational History; Educational Practices; Educational Trends; *Evaluation Methods; *Evaluation Research; Evaluation Utilization; Foreign Countries; Literature Reviews; Postsecondary Education; Program Evaluation; Research Needs; Secondary Education; State of the Art Reviews; Technical Institutes; Trend Analysis; *Vocational Education
IDENTIFIERS- *Australia

The history and current state of evaluation of vocational education and training (VET) in Australia was examined. The study's main conclusion was that, despite its important potential, evaluation has thus far been little used for the improvement of VET in Australia. Other conclusions of the study were as follows: (1) little development of evaluation theory has occurred over the past few decades; (2) during the past 5 years, only 98 evaluations of VET and 4 evaluations of workplace training were published; (3) according to a recent survey of industry, only 48% of worksites formally evaluated any training delivered in the past year; (4) most of the information being sought by Technical and Further Education (TAFE) agencies requires routine processing of data already held on TAFE's computer systems; (5) because of its relative ease and inexpensiveness, the performance indicators approach has replaced traditional course evaluation approaches in most areas of formal VET in Australia and overseas; and (6) three issues affecting the current state of evaluation of VET in Australia are little or no theory base, little policy focus, and little evaluation of "big" issues. (The report contains 43 references. Appended is a chart explaining the traditional division between evaluation and research.) (MN)

ED 434 256 CE 079 293

Lundberg, David
Entry-Level Training. Review of Research.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Apprenticeships; Competence; *Education Work Relationship; Educational Environment; Educational Finance; Educational Opportunities; Educational Policy; Educational Research; *Employment Qualifications; *Entry Workers; Equal Education; *Financial Support; Foreign Countries; *Job Training; Literature Reviews; Needs Assessment; Postsecondary Education; Research Needs; School Business Relationship; Secondary Education; Strategic Planning; Systems Approach; Trend Analysis; *Vocational Education
IDENTIFIERS- *Australia

Existing research on vocational education and training (VET) for entry-level employment in Australia was reviewed. According to the review, research on entry-level VET has enhanced knowledge related to the following: competence requiring knowledge and understanding as well as performance; graded standards-based assessment; problems of policy implementation; and unforeseen implemented competency-based admissions policies and procedures. California's Transitions project has designed secondary school instruments reporting student achievement and potential in the language of performance. The University of Wisconsin's Competency-Based Admissions System gives diversely prepared students an alternative method for admission consideration. Oregon's Proficiency-Based Admissions Standards System prepares more students to do college-level work successfully and enables them to make better choices concerning their academic program and subsequent careers. Washington's competency-based admissions plan creates a pathway to college for students taking nontraditional courses. Conclusions about the use of changing admissions for students in a career-oriented curriculum are as follows: (1) considerable time and resources are needed to develop new admissions assessment strategies and materials; (2) vocational-technical educators have seldom participated in these developmental efforts; and (3) the impact of these initiatives on educators is significant. (Contains 31 references.) (YLB)

ED 434 274   CG 029 232

Lum, Christie
A Guide to State Laws and Regulations on Professional School Counseling.
PUB DATE- 99
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Background; Comprehensive Programs; *Counselor Certification; Counselor Client Ratio; Counselor Qualifications; *Counselor Role; Credentials; Educational Experience; Elementary Education; Experience; Financial Support; Position Papers; *School Counseling; *School Counselors; School Guidance; Secondary Education; *State Legislation; *State Regulation; Tests
IDENTIFIERS- American School Counselor Association; Background Checks (Employment); Reciprocity

Professional school counselors are required by law and/or regulation in every state to obtain a state-issued credential in order to be employed in public schools. In some states, this credential is called "certification"; others term it "licensure" or "endorsement." This guide provides two charts and information introducing and explaining each. The first chart summarizes the requirements and qualifications needed to obtain school counseling credentials in each of the 50 states and the District of Columbia. This chart provides information on educational, experience, and examination requirements, reciprocity, and background checks. It tells which states mandate counseling, at which grade level (K-8 or 9-12) it is mandated, the counselor to student ratio, the source of the mandate, who funds the mandate, and whether or not a mandate is being considered. Examples of state mandates from Georgia, Louisiana, New Hampshire, New Mexico, and South Carolina are provided. Statements from the American School Counselor Association explain the role of school counselors and comprehensive school counseling programs. (MKA)

ED 434 275   CG 029 233

at risk than ever for psychological, physical, and behavioral health problems." The study explores what can be learned from successful coping and questions whether it negatively relates to stress. It also considers what can be learned about how people cope, and what available coping resources people have (including their coping thoughts and actions). Findings conclude that coping resources appear to be more predictive of burnout than coping processes; and having resources to draw upon in stressful situations appears to be negatively related to job burnout. (Includes 18 references and one table). (JDM)

ED 434 295 CG 029 504

DuBois, Connie; Endsley, Ammie; West, Dianne
Improving Age Appropriate Social Skills To Enhance Interpersonal Relationships.
PUB DATE- 99
NOTE- 86p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Activities; Behavior Problems; Community; Cooperative Learning; Elementary Education; Family Structure; *Interpersonal Competence; *Interpersonal Relationship; Intervention; Literature Reviews; Parent Participation; Parenting Skills; *Peer Relationship; Role Models; Role Playing; Social Behavior; Social Development; Social Environment; *Socialization; Teachers; Television
IDENTIFIERS- Illinois

This paper describes a program designed to increase students' social skill development in order to improve positive peer interactions. The target population was elementary school students in one middle-to-upper class, rural community in central Illinois. Evidence for the existence of the problem of inappropriate social behaviors that interfere with peer interactions and relationships was documented through teacher observations, parental contacts, behavior infractions, and student survey and interview data. Analysis of professional literature and site-based inappropriate social development in children suggests a variety of probable causes. Evidence surrounding the type of viewing material and accessibility of television provide one probable cause. The study finds that change in family structure and the basic fiber of today's society, including parenting styles and role models, contributes to the lack of social skills in students. Teachers who resist social instruction in their classrooms are also a probable cause for this problem. A review of solution strategies suggested by knowledgeable others, combined with analysis of the problem setting, resulted in a three-pronged intervention: a series of learning activities that address the targeted social skills, the use of literature-based and role play instruction, and learning activities that employ cooperative learning. Postintervention data indicate an increase in student use of cooperative strategies, an improvement in the targeted social skills areas, and an increase in the appropriate formation of interpersonal relationships. Appendixes A-V provide activities used within the program; Appendix W is a bibliotherapy bibliography. (Contains 13 figures, 3 tables, and 35 references.) (Author/MKA)

ED 434 296 CG 029 505

Bertone, Lisa; Boyle, Janet; Mitchel, Julie; Smith, Jerry

*Whole Language Approach
IDENTIFIERS- Controversy; *Learning to Read; *Phonemic Awareness

This book seeks to set the record straight about today's "reading wars," and analyzes the three major "battle cries" of whole language critics. In a step-by-step dissection, the book reiterates the three arguments, then explores the most salient studies that support or refute them. According to the book, the three claims are: eye movement studies prove that readers assay text "completely," and therefore do not sample text to confirm predictions, as maintained by whole language advocates; context interferes with reading; and skill-building approaches to reading have been shown to produce better results than whole language. In general, the book finds that the studies underpinning these claims were biased by the methodology used. The book aims to offer some real solutions, chief of which is making sure that all children have access to interesting reading material so they can achieve the standards of literacy they deserve. Chapters in the book are: (1) "Eye Fixation Studies Do Not Disprove the Goodman-Smith Hypothesis"; (2) "Does Context Interfere with Learning To Read?"; (3) "When Whole Language Means Real Reading, It Is a Consistent Winner over Skills in Method Comparison Studies"; (4) "Eliminating Print Deprivation"; and (5) "Phonemic Awareness (PA) Training for Prelinguistic Children: Do We Need Prenatal PA?" (NKA)

ED 434 317   CS 013 709

Merrill, Mary
Volunteer Literacy Manual.
PUB DATE- 98
NOTE- 51p.; Accompanying computer diskette not included with ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Literacy; *Parent Participation; Primary Education; Program Development; Reading Skills; Student Needs; *Tutoring; *Volunteer Training; *Volunteers; Writing Skills; Young Children
IDENTIFIERS- *Reading Recovery Projects; Volunteer Recruitment

This Volunteer Literacy Manual is designed to facilitate the involvement of parents and community members as reading and writing partners with young children. The manual is not a training manual for the volunteer, but rather a manual to help organize the volunteer effort. It is intended to assist schools and community organizations in developing literacy programs and expanding existing ones; classroom teachers, Reading Recovery teachers, and other reading professionals are encouraged to think creatively about the ways in which volunteers can be engaged to help young students acquire the reading and writing skills that are so important in life. The manual is divided into the following sections: (1) Why Volunteers?; (2) Volunteer Roles; (3) Volunteer Recruitment; (4) Training and Retraining Volunteers; (5) Volunteer Recognition; (6) Risk Management; and (7) Selected Readings. A Resources Section (on paper and on 3.5 inch computer diskette) is included. (Contains 20 references.) (NKA)

ED 434 318   CS 013 710

Reading Recovery Executive Summary, 1984 to 1998.
PUB DATE- 99

Trends and Issues in Postsecondary English Studies. Trends and Issues in English Language Arts, 1999.
PUB DATE- 99
NOTE- 267p.; For 1998's Trends and Issues, see ED 416 489.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Diversity (Faculty); Diversity (Student); *English Curriculum; *English Instruction; *Ethics; Higher Education; *Service Learning; Social Change; *Writing Instruction
IDENTIFIERS- African Americans; *Educational Issues; Historical Background

This publication contains journal essays and book chapters from publications of the National Council of Teachers of English. The publication's first section, "Diverse Students, Diverse Teachers," contains the following articles: (1) "Dispositions toward Language: Teacher Constructs of Knowledge and the Ann Arbor Black English Case" (Arnetha Ball and Ted Lardner); (2) "Safe Houses in the Contact Zone: Coping Strategies of African-American Students in the Academy" (A. Suresh Canagarajah); (3) "A Good Gang: Thinking Small with Preservice Teachers in a Chicago Barrio" (Todd DeStigter); and (4) "On (Almost) Passing" (Brenda Jo Brueggemann). Articles in the second section, "Ethics in Teaching, Research, and Publishing," are: (5) "Ethical Issues Raised by Students' Personal Writing" (Dan Morgan); (6) "Simple Gifts: Ethical Issues in the Conduct of Person-Based Composition Research" (Paul V. Anderson); (7) "The Ethics of Teaching Literature" (Wayne C. Booth); and (8) "Going Public" (Peter Mortensen). Articles in the third section, "Service Learning and Social Change," are: (9) "Service Learning and English Studies: Rethinking 'Public' Service" (Aaron Schutz and Anne Ruggles Gere); (10) "Service Learning and First-Year Composition" (Brock Haussamen); (11) "The Rhetorician as an Agent of Social Change" (Ellen Cushman); and (12) "'A Real Vexation': Student Writing in Mount Holyoke's Culture of Service, 1837-1865" (JoAnn Campbell). (NKA)

ED 434 341 CS 216 894

Trends and Issues in Secondary English. Trends and Issues in English Language Arts, 1999.
PUB DATE- 99
NOTE- 143p.; For 1998's Trends and Issues, see ED 416 489.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Educational Practices; *English Curriculum; *English Instruction; Instructional Effectiveness; *Political Attitudes; Politics of Education; Second Language Instruction; Secondary Education; Student Needs; *Writing Instruction
IDENTIFIERS- *Educational Issues; *Multimedia Technology

This publication contains journal essays and book chapters from publications of the National Council of Teachers of English. The publication's first section, "Multimedia in the Classroom," contains the following articles: (1) "Media 'Target Assignments' Invite Students To Tune In, Turn On, and Write" (Meta G. Carstarphen); (2) "Toward Creating a TV Research Community in Your Classroom" (Barbra S. Morris); (3) "A Semester of Action Research: Reinventing My English Teaching through Technology" (Nancy Traubitz); and (4) "Bridging the Gap: Integrating Video and Audio Cassettes into Literature Programs" (Kay Beth Avery, Charles W. Avery, and Debra Partin Pace). Articles in the second section, "Second Language the daughter. The activity frames and conceptual frames followed accordingly, with the games in Chinese dominated by frames featuring directing and reporting on the part of the mother, while the games in English had the daughter dominating talk with informing and reporting functions of frames. Findings suggest a tight relationship between utterance, its function, and its frame for embedding topic-relationships. This hints at dual activity-conceptual systems among bilingual children, warranting further attention by educators to integrate three dimensions into language classroom instruction: grammar form, speech function, and conceptual contents. (Contains 12 figures, 33 tables, a 112-item bibliography, and function lists for the Chinese game and the English game). (Author/NKA)

ED 434 382 CS 510 114

Kim, Sei-Hill
Opinion Expression as a Rational Behavior.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, LA, August 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; Economic Research; Higher Education; *Opinions; *Student Attitudes; Undergraduate Students

This study looks at individuals' opinion expressions as a rational behavior based on a conscious calculus of expected benefits and costs (economic analysis). The influences of "issue benefit," "opinion congruence," and "issue knowledge," as sources of benefits and costs on opinion expression were hypothesized and tested. The study also examined the interaction effects of those factors and the types of opinion expression. For the tests, 171 university students were surveyed in 1997 regarding their willingness to express opinions on the issue of "doctor-assisted suicide." Results indicated that the amount of issue benefit expected by students was related to their willingness to express opinions; the level of students' perception of their own issue knowledge was influential on their opinion expressions; and students' own judgments about the possible consequences of a given issue might function, against fear of isolation, as a motivating factor of opinion expression. (Contains 34 references and a table of data.) (RS)

ED 434 383 CS 510 115

Ellis, B. G.
A Comparative Analysis of a Successful Approach for Rescuing the Undergraduate Media Research Course from Termination as Measured against the Traditional Teaching Modalities.
PUB DATE- 99
NOTE- 44p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, LA, August 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Course Content; Higher Education; *Instructional Effectiveness; *Media Research;

Blauvelt, Peter D.
Making Schools Safe for Students: Creating a Proactive School Safety Plan.
PUB DATE- 99
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Emergency Programs; Intervention; Prevention; *School Safety; *School Security; *Student Welfare

This guide offers strategies for creating a proactive school safety plan that encourages parents, teachers, principals, and students to take the initiative and identify threats to school safety. It emphasizes that schools must have an active plan that addresses fights, name calling, bullying, changes in kid's behaviors, and staff who have run out of strategies for coping with at-risk students. It discusses national trends in school violence and the need for administrators to know what is happening in their schools daily. It supplies tips on incident profiling and describes the different categories of offenses that should be employed for incident profiling to succeed. The text outlines board of education policies and the need for administrators to comply with them. It offers various strategies for dealing with crimes against persons, including assault and battery, extortion, robbery, sex offenses, trespassing, and weapons. It then discusses tips for dealing with crimes involving property, such as arson, bomb threats, larceny, and vandalism. Separate chapters give advice on security resources, search and seizure, creating a "Schools Against a Fearful Environment (S.A.F.E.) Team", dealing with violence in the workplace, the elements of an emergency management plan, an emergency management checklist, and new ideas. (RJM)

ED 434 388 EA 030 047

Mitchell, Antoinette; Raphael, Jacqueline
Goals 2000: Case Studies of Promising Districts.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 99
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Change Strategies; Educational Administration; *Educational Change; Educational Improvement; Elementary Secondary Education; Program Descriptions; Program Effectiveness; *School Effectiveness
IDENTIFIERS- *Goals 2000; Technology Literacy Challenge Fund

This book highlights the reform policies, practices, and procedures of nine promising Goals 2000 subgrantees. It describes how Goals 2000 and/or Technology Literacy Challenge Fund (TLCF) grants are being used to start, support, and/or sustain these reforms. The report examines the nine subgrantees' reform efforts using a multiple case-study approach and addresses the following research questions, grouped into four main categories: (1) What reform efforts have the subgrantees implemented to improve teaching and learning in their districts and how have Goals 2000 and/or TLCF funds focuses on understanding the concept of alignment and addresses such issues as becoming familiar with videotape, focus and connectivity, site-based decision making, and quality control. Chapter 2 presents ways to prepare for curriculum alignment by focusing on trend analysis. Topics discussed include the curriculum-development cycle, schools as sorting mechanisms, and gap analysis. The third chapter discusses the concepts of frontloading and backloading, outlining the advantages and disadvantages of these strategies. The last chapter looks at the curriculum audit and explores ways to increase understanding of the audit and its assumptions. (RJM)

ED 434 406 EA 030 069

Selected Integrated and Applied Curricula in Wisconsin Secondary Schools. Bulletin No. 99110.
PUB DATE- 99
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Design; Curriculum Development; Curriculum Guides; Educational Change; Industrial Education; Secondary Education; Shop Curriculum; Technology Education; *Vocational Education
IDENTIFIERS- *Wisconsin

This guide is planned and organized to enable learners to connect interrelated concepts, content, and processes. It seeks to establish relationships among past, present, and future experiences and learning and was designed to help educators communicate with other educators in Wisconsin who have developed integrated and applied curricula. For the purposes of the guide, "integrated curricula" refers to connecting academic and vocational/technical competencies. Applied curricula reflect teaching strategies that require students to use knowledge and skills in solving real problems. The manual reflects teaching strategies that require students to use knowledge and skills in solving real problems. It is divided into the 16 Tech Prep/School-to-Work consortia and is grouped according to high schools within technical college boundaries. It is further divided by the curricular areas: integrated curricula, applied curricula, and youth apprenticeship curricula. Within each regional area the guide is divided into disciplines, such as Agriculture Education, Art, Business Education, Family and Consumer Education, Health Occupations, Language Arts, Marketing Education, Math, Science, Social Science, and Technology Education. Also included is a list of high schools, along with contact information, that teach Center for Occupational Research and Development courses. A list of schools that have adopted block scheduling has been included. (RJM)

ED 434 407 EA 030 071

Williamson, Ronald D.
Scheduling Middle Level Schools: Tools for Improved Student Achievement.
PUB DATE- 98
NOTE- 65p.; For a related document, see ED 357 488.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

looks at applying perspective-taking skills to improve group decisions. Each unit comprises lessons which contain activities that include readings, discussions, group and individual reflections, cooperative learning groups, and individual assignments. Lessons also include reflection questions for the teacher or other adult facilitators to contemplate prior to presenting the lesson, as well as questions to reflect upon with the students. An adaptation section provides suggestions for lesson modification for students with disabilities. Another section discusses how the curriculum can be used to meet graduation standards. Sample letters are also provided to communicate with students' families on the curriculum. (Contains 13 references.) (CR)

ED 434 426 EC 307 424

The Council on Quality and Leadership in Supports for People with Disabilities: Personal Outcomes Chart Book.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.
PUB DATE- 99
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adult Foster Care; Adults; Civil Rights; Databases; *Disabilities; *Evaluation Criteria; Evaluation Methods; Foster Care; Group Homes; Independent Living; Interviews; *Personal Autonomy; Personal Care Homes; *Program Effectiveness; *Program Evaluation; Residential Programs; Services; Standards

This report describes the genesis, definition and use of the Personal Outcomes database, a database designed to assess whether programs and services are being effective in helping individuals with disabilities. The database is based on 25 outcome measures in seven domains, including: (1) identity, which is designed to provide a sense of how people express themselves as unique individuals; (2) autonomy, which measures control over physical environment, daily schedule, needs for privacy, and privileged and personal information; (3) affiliation, which assesses connections to other people; (4) attainment, which looks at how people define success in both personal and social terms; (5) safeguards, which measure compliance with health and safety codes; (6) rights, which measure fairness and support for individual rights; and (7) health and wellness, which include the outcomes of best possible health, freedom from abuse and neglect, and continuity and security. Findings are presented from data mining activities conducted by the National Center on Outcomes Research on 4 years of personal outcomes data including 1,851 interviews with individuals with disabilities in programs in 27 states. Results indicate the majority of the individuals with disabilities were living in supervised living arrangements. (CR)

ED 434 427 EC 307 425

Jones, Julie K., Ed.
Profiles in Collaboration: A Comprehensive Report of the Professional Development Partnership Projects.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 187p.; Available online only.
LANGUAGE- English

and facts about the ADA. A list of resource organizations is provided. Appendixes contain American Occupational Therapy Association position papers. (CR)

ED 434 445 EC 307 443

Ferrales, Deneece; Henton, David; Schreiber, Carl; Herrera, Raquel
Social Work Education and Mental Retardation: A Vision of Bridging the Gap in the New Millennium.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (123rd, New Orleans, LA, May 24-28, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; Course Content; *Field Experience Programs; Higher Education; *Mental Retardation; Models; Social Problems; *Social Work; *Social Workers

This paper discusses the need for social workers to commit themselves to working with persons with developmental disabilities and the need for social workers to gain expertise in the field of developmental disabilities. Problems within the social work profession and the field of developmental disabilities that have prohibited the meeting of these two realms are addressed, and personal stories are shared to further illustrate these barriers to cooperation. A model is presented for involving university schools of social work with developmental disability agencies through field experience programs. The paper stresses the benefits of social worker engagement with individuals with disabilities, including social justice for persons with developmental disabilities. (Contains 22 references.) (CR)

ED 434 446 EC 307 444

Jensema, Carl J.; Burch, Robb
Caption Speed and Viewer Comprehension of Television Programs. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Age Differences; *Captions; Children; *Deafness; *Hearing Impairments; *Performance Factors; *Reading Rate; Sex Differences; *Television; Test Items; Tests; Time

This final report discusses the outcomes of the third in a series of studies related to the speed with which captions appear on television programs. Video segments captioned at different speeds were shown to 1,102 subjects (aged 11-95) with and without hearing impairments, and the subjects then responded to test items based on the captions in the videos. The caption speeds ranged from 80 words-per-minute (wpm) to 220 wpm. One set of test items was based directly on facts given in the captions. Another set of items was based on inferences that could be made from caption information. Overall, there was no significant relationship between test scores and caption speed. Test scores were compared over various demographic categories.

using ANDs and ORs. (CR)

ED 434 466 EC 307 464

Missouri Autism Resource Guide. Fall 1998.
PUB DATE- 98
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Advocacy; *Agency Cooperation; Assistive Devices (for Disabled); Auditory Perception; *Autism; Behavior Modification; Clinical Diagnosis; Definitions; Disability Identification; Educational Strategies; Elementary Secondary Education; *Information Sources; Internet; Mental Health Programs; Nonprofit Organizations; Nutrition; *Parent Associations; Publications; Sensory Integration; Social Support Groups; *Special Education; State Programs; Student Rights; *Therapy
IDENTIFIERS- *Missouri

This resource guide provides information on organizations, publications, legislation, and other resources relating to autism. Sections include: (1) commonly used disability acronyms and definitions; (2) the educational definition of autism; (3) the medical definition of autism; (4) special education offices and special services of the Missouri Department of Elementary and Secondary Education; (5) contacts for understanding educational rights; (6) other resources and information about educational services; (7) the Missouri Department of Mental Health and the services it provides; (8) the Missouri Parents Act; (9) the Missouri Protection and Advocacy Services; (10) parent/professional organizations; (11) libraries and information resources; (12) autism resources on the Internet; (13) autism organizations; (14) local chapters of the Autism Society of America and support groups; (15) nonprofit organizations with associated resources; (16) technology resources; (17) diagnostic clinics; (18) guidelines for evaluating intervention programs for autism; (19) services, treatments, and therapies, including animal therapy, applied behavioral analysis, auditory integration, behavior therapy, dietary therapy, instructional strategies, music therapy, occupational therapy, positive behavior supports, play therapy, sensory integration, speech/language therapy, special education, vision therapy, and vitamin therapy; (20) newsletters and publications on autism; and (21) a Missouri interagency agreement on agency cooperation. (CR)

ED 434 467 EC 307 465

Naglieri, Jack A.; Das, J. P.
Cognitive Assessment System.
PUB DATE- 97
NOTE- 294p.; Includes Administration and Scoring Manual, Interpretive Handbook, Scoring Templates, Stimulus Book, Figure Memory Response Book Ages 5-17, Response Book Ages 8-17, and a Record Form.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

building systems, and an inventory count of computers, printers, and other technical equipment they contain. The methodology for data collection includes the use of high school students to perform measuring, counting, and other non-subjective data collection activities in order to limit undue burden on district staff. Students are to be monitored during survey activities by professionals, and individual rooms are to be inventoried after school hours to minimize disruption of classes. Appendices, comprising half the manual, provide data collection instruments, a sample pre-visit package, a glossary of terms, intended room use codes, a sample progress reporting system, an educational adequacy questionnaire, and field test results. (GR)

ED 434 490 EF 005 518

Bobbett, Ian
Maintenance of Educational Buildings Policies and Strategies. Conclusions of a Seminar in Han-sur-Less, Belgium, October 21-25, 1985.
PUB DATE- 86
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; Elementary Secondary Education; Foreign Countries; Needs Assessment; *Planning; *Policy Formation; *School Maintenance
IDENTIFIERS- *Building Maintenance

A seminar was held to exchange experiences from participants on maintenance issues and attempt to define a common approach to the formulation of adequate and realistic maintenance policies and strategies. This paper discusses the major themes and conclusions from the seminar whose topics were structured around the knowledge of building stock, assessing needs and priorities, budgeting, programming, and organization and control. An action plan based upon the strategic thinking noted in the paper is also discussed. Appendices include a review of the issues discussed, an example of a Society of Chief Architects of Local Authorities Maintenance Survey and explanatory notes, extracts from the Carnet D'Identite and Carnet D'Entretien and an example of a summary sheet in use in Belgium, and an example from England of instructions for carrying out a condition survey. (GR)

ED 434 491 EF 005 520

Ong, Faye, Ed.
The Form of Reform: School Facility Design Implications for California Educational Reform.
PUB DATE- 97
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Environment; *Educational Facilities Design; *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; Preschool Education; Primary Education; *Public Schools

Second Language Instruction; Uncommonly Taught Languages
IDENTIFIERS- *Canada; *South Africa

A study investigated (1) the role of English as a language of power, and how it has affected multilingualism in Canada and South Africa, (2) the nature and implementation of South Africa's multilingual policy, (3) how South Africa's language education policy and policy implementation compare to those in Canada, (4) how South African language teachers approach English language education, multilingualism, and multiculturalism in education, and (5) ethical issues related to English language teaching in the two countries. Data were gathered through a review of publications and government documents and a visit to South Africa. Focus is on the status of endangered languages and the role played by English language education and policy in endangering them. Background information and documents on South African language policies and education are appended. Contains 56 references. (MSE)

ED 434 514 FL 025 989

Branaman, Lucinda E.; Rhodes, Nancy C.
A National Survey of Foreign Language Instruction in Elementary and Secondary Schools. Final Report.
SPONS. AGENCY- Office of Postsecondary Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Articulation (Education); Classroom Communication; Curriculum Design; Curriculum Development; Elementary Secondary Education; Inservice Teacher Education; Instructional Materials; *Language Enrollment; Language of Instruction; *Language Teachers; National Surveys; Program Design; *Second Language Instruction; *Second Language Programs; Staff Development; Student Evaluation; Teacher Qualifications

A 1996-97 survey of 1,534 elementary and 1,650 secondary schools across the United States, both public and private, investigated current patterns in foreign language enrollment, languages and programs offered, curriculum design and content, teaching methods, teacher qualifications and training, and response to national reform issues. The study was designed to replicate a 1986-87 survey to reveal trends over a decade. A national portrait of foreign language education at the elementary and secondary levels is presented here, with highlights in each of the areas of inquiry. Common problems identified include funding shortages, inadequate inservice training, inadequate articulation, and shortage of teachers (elementary and secondary levels) and lack of quality materials and poor academic counseling (secondary level). An overall ten percent increase in elementary school language enrollments over the ten-year period was found, and level secondary enrollments. A number of positive trends were identified. Contains 9 references. (MSE)

ED 434 515 FL 025 992

Minne-WI TESOL Journal, 1998-1999.
PUB DATE- 99
NOTE- 167p.; Published Annually.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.

practice. In this project, the model was used to train middle school teachers to implement effective sheltered strategies in four large urban school districts. Project teachers used sheltered instruction in a variety of settings, including traditional English-as-a-Second-Language (ESL) classes, content-based ESL classes, and sheltered content classes. The report describes the project and summarizes results. The lesson plan checklist from the SIOP is appended. Contains 15 references. (MSE)

ED 434 534 FL 026 013

Schiavone, Janet Page
SSR: An Old Practice in an ESL Context.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (33rd, New York, NY, March 9-13, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Educational Environment; Elementary Secondary Education; *English (Second Language); Learning Theories; Media Selection; Positive Reinforcement; *Reading Materials; Role Models; *Second Language Instruction; Student Interests; *Sustained Silent Reading; Time Factors (Learning)

The discussion of sustained silent reading (SSR), an independent reading technique commonly used to support native language literacy development, recommends the method in the teaching of English as a second language (ESL). It is argued that because SSR materials are self-selected, they are likely to be selected at an appropriate comprehension level and read with an open attitude. Successful implementation of SSR has several elements: access to books; appealing choice of books; quiet, comfortable surroundings conducive to pleasurable reading; encouragement, including teacher modeling; regular time set aside for reading; and lack of requirements for book reports, logs, or oral retelling that could inhibit student motivation. Tips for teachers to use in beginning and sustaining a SSR program are outlined. Contains 6 references. (MSE)

ED 434 535 FL 026 014

Kang, Sungwoo
Comparing the Effects of Native Language and Learning Experience on the University of Illinois at Urbana-Champaign English as a Second Language Test.
PUB DATE- 97
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Educational Background; *English (Second Language); Higher Education; *Language Tests; Languages; Student Placement; Testing
IDENTIFIERS- University of Illinois Urbana Champaign

A study investigated the relationship between two factors, native language and language learning experience, on university students' performance on the English Placement Test used at the University of Illinois at Urbana-Champaign. Subjects were 203 students who took the test in August 1994 and completed a

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Degrees (Academic); *Distance Education; *Doctoral Degrees; Graduate Students; Graduate Study; *Graduation; Higher Education; *Masters Degrees; *Schools of Education; Tables (Data); Time to Degree; Universities
IDENTIFIERS- Nova Southeastern University FL

This study examined the matriculation status of all fall term 1993 students at the Fischler Graduate School of Education and Human Services of Nova Southeastern University by fall term 1998, differentiating between campus-based students and distance education students at individual sites. Data were obtained on matriculation rates of 1,584 campus-based students and 2,602 distance education students. It was found that campus-based doctoral students had a greater frequency of successful matriculation than distance education students. At many sites, the level of difference between campus-based students (80 percent successful matriculation) and distance education students (overall, 69 percent successful matriculation) was quite evident. In regard to master's level and educational specialist students, distance education students tended to either equal or exceed their campus-based counterparts in terms of successful matriculation. An appendix provides statistical tables. (Contains 17 references.) (MDM)

ED 434 556 HE 032 283

Micceri, Ted; Wajeeh, Emad
The Influence of Geographical Location and Application to Multiple Institutions of Recruitment. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Forum of the Association for Institutional Research Forum (Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Applicants; *College Choice; College Freshmen; College Transfer Students; Community Colleges; *Geographic Location; Higher Education; Institutional Research; *State Universities; *Student Recruitment; Trend Analysis
IDENTIFIERS- *AIR Forum; Florida Atlantic University; Florida State University; University of Central Florida; University of Florida; University of South Florida

This study investigated 10-year trends of first-time-in-college (FTIC) and community college applicants to major public institutions in Florida, focusing on how an institution's geographic location affected applicant enrollment patterns. The investigation also examined the influence of geographic location on applicants applying to a single institution compared to those applying to multiple institutions. Data were obtained from Florida State University System master admissions files for the 1987, 1990, 1994, 1995, and 1996 cohorts of Florida applicants to the University of South Florida (USF), the University of Florida (UF), Florida State University (FSU), the University of Central Florida (UCF), and Florida Atlantic University (FAU). It was found that all applicants showed clear preferences for institutions from their home region and particularly their home county. In addition, the study showed that the steadily dropping applicant yields over the period resulted largely from increasing numbers of applicants applying reform on higher education or the impact of information technology on higher education finance. Included are 27 data tables, and figures of regional and state indicators. The Carnegie Classification of Institutions of Higher Education is appended. (Contains 34 references.) (MDM)

ED 434 576 HE 032 354

Graduate Medical Education (GME). Hearing Before the Committee on Finance. United States Senate. One Hundred Fifth Congress. First Session (March 12, 1997).
PUB DATE- 97
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Advocacy; Educational Attitudes; *Educational Policy; *Federal Aid; *Financial Support; *Graduate Medical Education; Graduate Medical Students; Hearings; Higher Education; Political Attitudes; *Public Policy; Teaching Hospitals
IDENTIFIERS- Congress 105th; Health Care Financing Administration; Medicare

This hearing presents testimony on Medicare support for graduate medical education in light of Clinton Administration and other reform proposals to reduce the number of specialized residencies in teaching hospitals. The testimony includes opening statements by Senator William V. Roth, Jr., chair of the Senate Committee on Finance, and Senator Phil Gramm. Bruce Vladeck, administrator of the Health Care Financing Administration offered a statement as administration witness. Statements by public witnesses included those of: Robert Crittenden of the University of Washington School of Medicine; Don E. Detmer, on behalf of the Association of Academic Health Centers; Spencer Foreman, on behalf of the Greater New York Hospital Association of Academic Health; and Ralph W. Muller, on behalf of the Association of American Medical Colleges. Appended are prepared statements by the witnesses and communications regarding graduate medical education reform from the Alaska Family Practice Residency, American Association of Colleges of Nursing, American Association of Colleges of Osteopathic Medicine, American Association of Dental Schools, American College of Preventive Medicine, American Hospital Association, National Association of Children's Hospitals, National Association of Public Hospitals and Health Systems, and National League for Nursing. (MDM)

ED 434 577 HE 032 355

Enrollment Patterns of First-Time Beginning Postsecondary Students. Indicator of the Month.
PUB DATE- 99
NOTE- 4p.; Extracted from "The Condition of Education, 1998." See ED 432 068.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Freshmen; Community Colleges; Educational Attitudes; *Enrollment Trends; Higher Education; Income; *Postsecondary Education; Private Colleges; Proprietary Schools; Public Colleges; Students; Tables (Data); Trend Analysis; Two Year Colleges

This report provides statistical data on enrollment patterns of first-time beginning postsecondary students for academic years

*Institutional Cooperation; *Out of State Students; Professional Education; Regional Cooperation; School Choice; *State Aid; State Colleges; State Programs; State Universities; Statistical Analysis; *Student Exchange Programs; *Student Financial Aid; Tables (Data); Tuition Grants; Two Year Colleges; Undergraduate Study

IDENTIFIERS- *Western Interstate Commission for Higher Education

This annual statistical report covers four student exchange programs administered by the Western Interstate Commission for Higher Education (WICHE). The report covers fall 1998 enrollments for undergraduate, graduate, and professional programs, as well as details of the funds flows between "sending" states and "receiving" institutions. In the Professional Student Exchange Program (PSEP) students usually pay resident tuition fees and sending states pay an additional "support fee" established by WICHE. The Western Regional Graduate Program (WRGP) includes graduate programs in all WICHE states except California. Students pay resident tuition. The Western Undergraduate Exchange (WUE) provides opportunities for a wide range of undergraduate programs in two-year and four-year colleges and universities. Participating states charge nonresident students 150 percent of resident tuition. In the WICHE Scholars program, any WICHE state may assist its residents in any field and degree level not covered by the other exchange programs. Participating states pay the difference between resident tuition (paid by the student) and the receiving institution's nonresident tuition. Tables 1-6 provide enrollment and financial information on the PSEP programs; table 7 gives current practice location for PSEP alumni by state and region-wide; table 8 is a 5-year enrollment summary for WRGP; table 9 provides WUE enrollment figures for 1998-99; and table 10 provides a 5-year summary of WUE enrollment. (CH)

ED 434 598 HE 032 376

Bender, Louis W.

State Roundtable Case Studies: Idaho and South Dakota. Western Policy Exchange Project.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.

PUB DATE- 99

NOTE- 30p.; For related documents, see HE 032 373-374.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Case Studies; Change Agents; Change Strategies; *Educational Change; *Educational Environment; Educational Objectives; Higher Education; Organizational Change; *Policy Formation; Position Papers; Regional Planning; *Statewide Planning; Strategic Planning; Systems Analysis

IDENTIFIERS- Idaho; South Dakota; *Western Interstate Commission for Higher Education

These two case studies were commissioned by the Western Interstate Commission for Higher Education (WICHE) as part of its Western Policy Exchange (WPE) Project, in an effort to understand the dynamics and perceived consequences of a "state roundtable" approach to fostering partnerships in education in order to advance systemic change and reforms in higher education. Idaho and South Dakota were chosen for their different experiences with the WPE project. The case studies involved attendance at state roundtables, a review of documents, and site interviews with legislators, regents, and business leaders. Among the conclusions drawn from the case

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Planning; Higher Education; *Institutional Advancement; Institutional Mission; Institutional Research; *Long Range Planning; *Marketing; Program Development; Questionnaires; Teacher Surveys

This book offers a step-by-step approach to marketing for educational institutions, especially colleges and universities. The book is organized into three broad sections. Section 1 makes the case for marketing in six chapters which address: (1) challenges which are or will affect colleges and universities; (2) the role of institutional mission, vision, and leadership in the marketing planning process; (3) the definition of marketing and the four Ps of marketing: product, price, place, and promotion; (4) principles of qualitative and quantitative institutional research; (5) the importance of institutional image; and (6) development of a segmenting strategy. Section 2 is on the planning process itself; its three chapters cover empowering the marketing process and building the team; the seven steps of writing a marketing plan; and evaluation of the overall process. Section 3 offers guidelines to help troubleshoot and improve the effectiveness of the marketing plan and process. Five appendices list sources of secondary research, organizations and associations, and valuable Web sites; plus a primer for working with teams and a sample faculty survey form. (Contains approximately 270 references). (DB)

ED 434 617 HE 032 395

The CASE Report of Educational Fund-Raising Campaigns, 1996-1997.
PUB DATE- 98
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Accounting; Data Collection; Educational Finance; *Fund Raising; Higher Education; Institutional Research; National Surveys; Recordkeeping; Standards; Tables (Data)
IDENTIFIERS- *Council for Advancement and Support of Education

This report presents results of a survey of fund raising activities of 181 colleges and universities in North America during 1996-97. The survey was based on standards developed by the Council for Advancement and Support of Education (CASE). The data are presented in two parts. First, summaries of the reported data, broken down into eight categories, appear in chart format accompanied by written statements describing the results and citations to relevant CASE Campaign Standards. Second, profiles of all 181 institutions appear in a spreadsheet format that shows cumulative financial results by objective and source, as well as other campaign and institutional data. Highlights include: nearly 75 percent of all institutions with deferred gifts reported them at the discounted present value, a significant increase over the 1994-95 results; 88 percent of institutions have pledge-payment periods of five years or less; and the percentage of institutions reporting both the face value and the discounted present value of deferred gifts to their donors increased by 9 percent over the 1994-95 report. The reported survey results suggest that the CASE standards are having the desired impact on the way institutions report campaign results. The survey is included. (Contains 18 figures.) (DB)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Finance; Higher Education; *Medical Education; Medical Research; *Resource Allocation; *State Aid; State Legislation; State Programs
IDENTIFIERS- *Minnesota

This report responds to a Minnesota legislative requirement that required the Commissioner, with the advice of the Medical Education and Research Costs (MERC) Advisory Committee, to "develop a system to recognize those teaching programs which serve higher numbers or high proportions of public program recipients and...report to the legislative commission on health care access on an allocation formula to implement this system." The 1996 legislation established the MERC Trust Fund and authorized transfer of the medical education component of the Prepaid Medical Assistance Program (PMAP) and the Prepaid General Assistance Medical Care (PGAMC) capitation rates to the MERC Trust Fund to compensate teaching facilities for some of the costs incurred for training provided in a clinical teaching environment. This report recommends that redistribution of these health care funds be governed by a formula that reflects, equally, the volume of medical education and the volume of public program service. The proposed formula is (education factor x 50 percent)   (public program volume factor x 50 percent) = trust fund percentage. Methods for calculating both factors are explained. Other related policy issues addressed include the rationale for the 50/50 balance between education and public program volume, and treatment of small sites and training sites with no public program revenue. Appended are the relevant legislative excerpts and lists of committee members. (DB)

ED 434 639   HE 032 417

Medical Education and Research Costs (MERC): Annual Report on Program Implementation.
PUB DATE- 99
NOTE- 33p.; For related documents see HE 032 416-418.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Annual Reports; Compliance (Legal); Educational Finance; Higher Education; *Medical Education; Medical Research; *Resource Allocation; *State Aid; State Legislation
IDENTIFIERS- *Minnesota

This report responds to Minnesota state legislative requirements for an annual summary report on the implementation of the Medical Education and Research Costs (MERC) Trust Fund. The report provides information on 1998 Trust Fund distribution and the status of applications and distributions for fiscal year 1999. It also includes information on the work of the MERC Advisory Committee and subcommittees, the medical education and research studies directed by the 1998 statute, and ongoing issues and concerns regarding the financing of medical education and research in Minnesota. Following an introductory chapter, individual chapters examine: (1) the MERC Trust fund (background information, the 1998 and 1999 trust funds, the general fund and federal match portions, and the Prepaid Medical Assistance Program (PMAP) and Prepaid General Assistance Medical Care (PGAMC)portions; (2) the MERC advisory committee (the Research subcommittee and the PMAP subcommittee); (3) medical education and research studies (review of eligible provider groups, the PMAP/PGAMC medical

PUB DATE- 98
NOTE- 318p.; Published only via the IATUL Web site. Twenty-four of the thirty-nine individual conference papers have been analyzed, see IR 057 504-527. Title and author information in individual papers varies from the Table of Contents.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Libraries; Conferences; Consortia; Developing Nations; Foreign Countries; *Futures (of Society); Higher Education; Information Literacy; *Information Technology; Library Cooperation; *Library Development; Library Role; *Library Services; Shared Library Resources; User Needs (Information)
IDENTIFIERS- Twenty First Century

This proceedings of the 1998 conference of the International Association of Technological University Libraries (IATUL) contains the full text of the following papers: "A Library Ready for 21st Century Services: The Case of the University of Science and Technology (UST) Library, Kumasi, Ghana" (Helena Rebecca Asamoah-Hassan); "Libraries in Partnership: Defining Our Core Roles for the 21st Century" (Gaynor Austen); "Library Purchasing Consortia: Achieving Value for Money and Shaping the Emerging Electronic Marketplace" (David Ball and Jo Pye); "The UK Electronic Libraries Programme" (Michael Breaks); "Information Literacy: The Key Competency for the 21st Century" (Alan Bundy); "Consortia Licensing, Information as Infrastructure" (Andy Crowther); "Measure for Measure: A Post-Modern Critique of Performance Measurement in Libraries and Information Services" (Rowena Cullen); "The KMAT: Benchmarking Knowledge Management" (Martha de Jager); "GAELIC: Consortial Strategies for Survival" (Heather Edwards); "Avoiding the Reefs and Rips While Riding a Relevant Technology Wave into Rural Regions" (John Frylinck and Vicki Williamson); "Factors Related to Faculty Publishing Productivity" (Carol Ann Hughes); "Doing More for Less" (Mike Johnson); "Smarter Higher Education: Information Literacy Adds Value" (Cathy-Mae Karelse); "The Implementation of the Greek Union Catalog" (Anthi Katsirikou); "User Access to the Hybrid Library" (Peter Leggate and David Price); "Riding the Technology Wave" (Pierre Malan); "Library Resource-Sharing in the Network-Centric World" (Rob McGee); "People in a Technology Driven Future: On the Social Relations of New Information Technologies Keynote Address " (Ojelanki K. Ngwenyama); "Using the Internet To Support Lifelong Learning: The Role of the Librarian" (Robert Newton, Rita Marcella, Alan MacLennan, and Iain Middleton); "Launching Transformations at the Academic Information Service, University of Pretoria" (Heila Pienaar, Mary-Rose Russell, Yzelle Roets, and Hilda Kriel); "Collaboration between a Technological University Library and Tenant Firms in a Technology Park in Thailand: New Challenges for Librarianship in a Developing Country" (Nongyao Premkamolnetr); "Every Time I Figure out Where It's At, Somebody Moves It!" (Eugenie Prime); "Malaysia's Multimedia Super Corridor and Roles of Information Professionals" (Edna Reid); "Library Leadership and Re-Engineering: An Israeli Experience" (Nurit Roitberg); "Global Literacy Initiatives: The United States and Developing Nations" (Lynne Rudasill); "The Truth Is in the Details, Lessons in Inter-University Library Collaboration" (Murray C. Shepherd); "Millennial Megatrends: Forces Shaping the 21st Century" (Philip H. Spies); "Relevance from Reality" (Talikka Marja); "Remote Electronic Resources and the OPAC: Illustrated by the UNISA Library Experience" (Ina Van der Merwe, Welna Van Eden, and Sandra Hartzer); "User-Education in a Flexible Learning Environment: An Opportunity To Stay

tenant firms by Australian university libraries were also evaluated. The proposed Thai model encompassed five major library activities--policies, collection development, information services, staffing, and promotion and marketing. In Australia, there were three sub-sample groups taken into account: company staff members in five Australian technology parks; the technology park managers; and librarians in Australian university libraries that have formal links with the technology parks. In Thailand, the sample group for a preliminary testing of the proposed model comprised top management personnel of King Mongkut's University of Technology, whose technology park is in the process of establishment, and of three university libraries and one public library involved in information provision. The research methodology was structured interviews with checklist questionnaires. (Contains 15 references.) (MES)

ED 434 678 IR 057 522

Prime, Eugenie
Every Time I Figure Out Where It's At, Somebody Moves It!
PUB DATE- 98
NOTE- 8p.; In: The Challenge To Be Relevant in the 21st Century: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Pretoria, South Africa, June 1-5, 1998), Volume 18; see IR 057 503.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Change Strategies; Futures (of Society); Higher Education; Information Technology; Institutional Cooperation; *Library Development; Library Planning; *Library Role; *Library Services; *Organizational Change; Strategic Planning
IDENTIFIERS- Information Age; *Technological Change; Value Added; Visioning

This address focuses on technological change, the Information Age, and the relevance of libraries. Highlights include: creating a shared vision; adding value to information services; sharing organizational values; forging strategic alliances with vendors and suppliers; reallocating resources; and responding to change with flexibility. The speech argues that information managers must be bold in their decisions about the future of technology. It suggests that librarians should devote more of their time to consult outside of the library, and that librarians should reconsider the physical structures of their libraries. (MES)

ED 434 679 IR 057 523

Reid, Edna
Malaysia's Multimedia Super Corridor and Roles of Information Professionals.
PUB DATE- 98
NOTE- 18p.; In: The Challenge To Be Relevant in the 21st Century: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Pretoria, South Africa, June 1-5, 1998), Volume 18; see IR 057 503.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College Environment; *Community Colleges; Culture; Diversity (Institutional); *Educational Environment; *Institutional Characteristics; *Student Characteristics; *Student College Relationship; Two Year College Students; Two Year Colleges

This book, part of the Frontiers in Education series from the State University of New York, depicts community colleges as "cultural texts," addressing the question of whether, and how, community colleges confront the challenges of diversity and provide equal opportunities for upward mobility. Its ten chapters include: (1) "Community Colleges as Cultural Texts: A Conceptual Overview" (Kathleen M. Shaw, Robert A. Rhoads, and James R. Valadez); (2) "Cultures of Support for At-Risk Students: The Role of Social and Emotional Capital in the Educational Experiences of Women" (Dennis McGrath and William Van Buskirk); (3) "The Struggle for Mobility in the Contact Zone of Basic Writing" (Stanford T. Goto); (4) "Navigating the Raging River: Reconciling Issues of Identity, Inclusion, and Administrative Practice" (Marilyn J. Amey); (5) "Preparing for Work in a Post-Industrial World: Resistance and Compliance to the Ideological Messages of a Community College" (James R. Valadez); (6) "The Politics of Culture and Identity: Contrasting Images of Multiculturalism and Monoculturalism" (Robert A. Rhoads); (7) "'Be a Name, Not a Number': The Role of Cultural and Social Capital in the Transfer Process" (Armando Trujillo and Eusebio Diaz); (8) "Defining the Self: Constructions of Identity in Community College Students" (Kathleen M. Shaw); (9) "Celebratory Socialization of Culturally Diverse Students Through Academic Programs and Support Services" (Berta Vigil Laden); and (10) "Toward a New Vision of the Multicultural Community College for the Next Century" (Laura I. Rendon). (Contains descriptions of contributors and an index.) (EMH)

ED 434 699   JC 990 633

McIntyre, Chuck
Enrollment Simulation and Planning. Strategies & Solutions Series, No. 3.
PUB DATE- 99
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- College Admission; *Community Colleges; Educational Demand; Educational Development; Educational Supply; Enrollment; Enrollment Influences; *Enrollment Management; *Enrollment Projections; Enrollment Trends; *Futures (of Society); *Simulation; *Strategic Planning; Tables (Data); Two Year Colleges

Enrollment simulation and planning (ESP) is centered on the use of statistical models to describe how and why college enrollments fluctuate. College planners may use this approach with confidence to simulate any number of plausible future scenarios. Planners can then set a variety of possible college actions against these scenarios, and examine the results of projected future enrollments for their planning implications. This book begins with an introduction that explains three lines of inquiry--environmental scanning, enrollment determination, basic skills certificates were issued to 307 adult students; (2) 16 adult students received multi-level certificates; (3) a total of 15 percent of the basic skills certificates were issued at certification level A; 37 percent at level B; 39 percent at C; and 9 percent at level D; (4) the average number of instructional hours to earn a basic skills reading certificate was 90-112; (5) the average number of instructional hours to earn a basic skills mathematics certificate was 85-104; (6) the certificates build the self-esteem of adult students; (7) the certificates effectively benchmark learning gains at both the student and program level; (8) the certificates provide a common language among educators, employers, agencies; and (9) the basic skills certification program provides one of the major outcomes measures for Iowa's basic literacy skills program. (KC)

ED 434 200 CE 078 100

Arts & Humanities in Adult Education.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Art Education; *Classroom Techniques; *Computer Assisted Instruction; Computer Literacy; Computer Uses in Education; English (Second Language); Humanities Instruction; Integrated Curriculum; *Lifelong Learning; *Literacy Education; Nontraditional Students; Poetry; *Teaching Methods

This issue of a quarterly newsletter on lifelong learning focuses on the theme of the arts and humanities in adult literacy education. The following articles are included: (1) "In Defense of a Practical Education" (Earl Shorris); (2) "From the Program Director" (Elizabeth Bryant McCrary); (3) "Vermont Council on the Humanities: Book Discussion Groups for Adult Basic Education Students" (Nedene Martin); (4) "Organizing Book Discussion Groups" (Nedene Martin); (5) "A Sound Idea: Music in Charis Dike's ESL (English as a Second Language) Classroom" (Barbara Christopher); (6) "Learning through the Arts" (Sheilia Wright); (7) "Hooked on Learning: The Internet Poetry Project" (Linda W. Parrish); (8) "Courtroom Drama and the Literacy Classroom" (Joanne Dowdy); and (9) "Wildflower" (Earl Shorris). A poem, information on the Lifelong Learning Network, and news about upcoming conferences are included. (KC)

ED 434 201 CE 078 512

Kopka, Teresita L. Chan; Schantz, Nancy Borkow; Korb, Roslyn Abrevaya
Adult Education in the 1990s: A Report on the 1991 National Household Education Survey. Working Paper Series.
PUB DATE- 98
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Educational Background; Educational Needs; Educational Research; *Employer Employee Relationship; Enrollment Trends; Higher Education; National Surveys; *Participant Characteristics; *Participation; *Student

standards; and (5) realize that company executives are role models. Trust is one of the company's most vital assets. Maintaining the highest ethical standards adds to a company's value and success. Consequences of success in an unethical business are short lived. If customers or clients learn a company cheats, they may never return. A business cannot operate successfully if employees abuse sick days, cut corners on quality, lie to colleagues, cover up incidents, deceive customers, and take credit for co-workers' ideas. (YLB)

ED 434 219   CE 079 171

Schuyler, Gwyer
Social Entrepreneurship: Profit as a Means, Not an End. Digest Number 98-7.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Business Administration Education; Business Responsibility; *Entrepreneurship; Higher Education; *Nonprofit Organizations; Nontraditional Students; *Social Change; *Social Problems

In the nonprofit sector, greater attention is being focused on individuals who have a vision for social change and financial resources to support their ideas. These social entrepreneurs exhibit all the skills of successful businesspeople and a powerful desire for social change. Others have described them as follows: (1) pathbreakers with a powerful new idea, who combine visionary and real-world problem-solving creativity, have a strong ethical fiber, and are totally possessed by their vision for change; (2) people who attempt to take innovative approaches to social and other issues; and (3) pioneers who are discovering that entrepreneurship can help them meet community needs and become more financially self-sufficient. The raw materials of social entrepreneurship include the following: candor, passion, clarity in mission, commitment, core values, customer-driven products and services, sound business concepts, a willingness to plan and build the right team, have sufficient resources, and an ability to improvise. For-profit and nonprofit entrepreneurs are different. For-profit entrepreneurs get strength from personal skills and knowledge, focus on short-term financial gain, have no limit on scope of ideas, have profit as an end, and pocket or reinvest profit for further profit. Social entrepreneurs get strength from collective wisdom and experience, focus on long-term capacity, have ideas limited by mission, have profit as a means, and put profit into serving people. More colleges are offering programs or courses focusing on social entrepreneurship. (Four Internet resources for social entrepreneurs are summarized.) (YLB)

ED 434 220   CE 079 172

Schuyler, Gwyer
Merging Economic and Environmental Concerns through Ecopreneurship. Digest Number 98-8.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Business Administration Education; *Conservation (Environment); Ecology; Economic Opportunities;

Hilley, Robert; Searberry, Terry; Kellum, Mary
Diesel Technology: Brakes. Teacher Edition and Student Edition.
PUB DATE- 00
NOTE- 652p.; For related documents, see ED 417 277-280.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Auto Mechanics; Course Content; *Diesel Engines; Job Skills; Learning Activities; Lesson Plans; *Motor Vehicles; Postsecondary Education; Secondary Education; *Small Engine Mechanics; Teaching Methods; Test Items; Units of Study
IDENTIFIERS- *Brakes (Automotive)

This document contains teacher and student materials for a course on brakes in the diesel technology curriculum. The course consists of 12 units organized in three sections. The three units of the introductory section cover: (1) brakes; (2) wheel bearings and seals; and (3) antilock brake systems. The second section, Hydraulic Brakes, contains the following units: (4) hydraulic foundation drum brakes; (5) hydraulic foundation disc brakes; (6) hydraulic system; and (7) power assist units and related components. The final section, Air Brakes, contains the final five units of the curriculum guide: (8) air foundation brakes; (9) air supply system; (10) air service circuits; (11) special circuits; and (12) trailer air brake systems. Units in the teacher edition contain the following teacher components: suggested activities, transparency masters, teacher supplements, answers to assignment sheets, written test with answers, and unit evaluation forms, in addition to an explanation of the use of the publication, a competency profile, an instructional and task analysis, a list of related academic and workplace skills, a tools, equipment, and materials list, a list of 32 references, and a National Automotive Technicians Education Foundation crosswalk of tasks. Student components include objective sheets, information sheets, student supplements, assignment sheets, and job sheets. (KC)

ED 434 238 CE 079 239

School to Work High Yields for Students, Schools, Parents, Educators, Employers, Legislators, Businesses, Communities, Job Markets. A Guide for State Legislators.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Education Work Relationship; *Educational Philosophy; Educational Practices; *Federal Legislation; High Schools; *School Business Relationship; Work Experience Programs
IDENTIFIERS- *School to Work Opportunities Act 1994

This guide provides an overview of the School-to-Work Opportunities Act of 1994 to help familiarize legislators with the law and its implementation and to give them information to answer questions from their constituents about the act. The following information is presented: (1) the goals of the act; (2) how school-to-work initiatives work; (3) the approach taken by school-to-work initiatives; (4) statistics showing that the school-to-work approach works; (5) answers to frequently-asked consequences or practical limitations of existing policies. The following areas were identified as requiring strategic policy-relevant research: reasons for the decline in apparent retention to year 12 since 1993; reasons for the decline in provision of apprenticeship opportunities and in the educational profile of students enrolling in apprenticeship programs; relationship between employers' and trainees' participation in work-based training arrangements and incentives (including training wages and subsidies); learning processes associated with achieving competence; further work on graded standards-based assessment; and factors affecting transfer of knowledge and skill. The following types of data were deemed necessary in the interests of more soundly based policymaking: regularly collected (preferably annually) data on the employment, educational, and training activities of young people in the first 5 years out from compulsory schooling; data on private providers of entry-level training; and equity data on all groups of disadvantaged participants in entry-level training. (Contains 122 references.) (MN)

ED 434 257 CE 079 294

Kearns, Peter
Flexible Delivery of Training. Review of Research.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accessibility (for Disabled); Cost Effectiveness; *Delivery Systems; Disadvantaged; Distance Education; Education Work Relationship; Educational Planning; Educational Research; Educational Trends; *Flexible Progression; *Flexible Scheduling; Foreign Countries; Indigenous Populations; *Job Training; Limited English Speaking; Literature Reviews; Minority Groups; Nontraditional Education; Postsecondary Education; Research Needs; State of the Art Reviews; Strategic Planning; *Training Methods; Trend Analysis; *Vocational Education; Womens Education
IDENTIFIERS- *Australia

Research on flexible delivery of training in Australia since 1990 was reviewed to identify main trends in the delivery of training, the adequacy of research on the topic, and topics that should be addressed in future studies. Selected conclusions of the review are as follows: (1) flexible delivery strategies are valuable in facilitating access to vocational education and training (VET) by disadvantaged groups; (2) more innovation is occurring in off-campus contexts than on VET campuses; (3) effective staff and management development strategies are central to effecting necessary cultural change in training providers and in industry; (4) flexible delivery appears to be entering a more systemic phase of development; (5) Australian national policy toward flexible delivery is now being focused on a more strategic basis within a 5-year strategy; and (6) the emerging new strategic phase of implementation will likely highlight tensions between economic and efficiency objectives in VET provision. According to the review, the following types of research are needed: studies of the application of adult learning principles; research on the learning benefits and outcomes of alternative delivery strategies; longitudinal studies of the change process; and ongoing statistical monitoring of delivery mode and productivity outcomes. (Contains 57 references.) (MN)

Holland, Heidi
Federal Information Resources for Professional Counselors. A Sourcebook of Free and Low-cost Resources To Support and Enrich Your Work as a Professional Counselor.
PUB DATE- 99
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adoption; Aging (Individuals); Career Development; Child Abuse; *Counselors; Crime; Disabilities; Education; Employment; Family (Sociological Unit); Family Violence; *Federal Government; Health; *Information Sources; Mental Health; Smoking; Substance Abuse; Violence; Youth

The federal government supports many information clearinghouses and research institutions that produce free and low-cost publications and materials to support and enrich the work of professional counselors. This sourcebook is designed to help counselors tap into and take greater advantage of these resources. The 75 resources listed in this booklet provide the following: syntheses of current research, statistics, and research reports; background material about current and emerging policy issues; information about model programs and policies; materials and resources for school guidance and counseling programs; and educational pamphlets for counselors' office waiting rooms. Topics covered are adoption, aging, AIDS/HIV, child abuse and family violence, crime and violence, disabilities, education, employment and career development, health, mental health, smoking, substance abuse, and youth and families. Most of the resources in this guide are supported by the federal government. In a few instances, non-profit organizations that provide useful information to the public at no cost or for a nominal charge are included. Contains an index. (Author/MKA)

ED 434 276 CG 029 234

Professional Counselor's Guide to Federal Law on Student Records.
PUB DATE- 99
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Confidentiality; Counselors; Elementary Secondary Education; *Federal Legislation; Higher Education; *Parent Rights; State Departments of Education; *Student Records; *Student Rights
IDENTIFIERS- *Family Educational Rights and Privacy Act 1974; *Hatch Amendment; Individuals with Disabilities Education Act

This publication, intended for use by counselors, provides an overview of federal law related to student records. The following topics are covered: protecting the confidentiality of student records, the Family Educational Rights and Privacy Act (FERPA), the Protection of Pupil Rights Amendment, and the Individuals with Disabilities Education Act. The discussion of the FERPA explains which institutions must comply, how the FERPA is enforced (including its penalties), which documents

Improving Prosocial Behavior through Social Skill Instruction.
PUB DATE- 99
NOTE- 50p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community; Cooperative Learning; *Educational Environment; Family Influence; *Interpersonal Competence; Intervention; Metropolitan Areas; Moderate Mental Retardation; Parent Role; Physical Education; Primary Education; Social Behavior; Social Change; Social Development; Social Environment; Social Workers; *Socialization; *Student Behavior; Teacher Role; Teachers

This report describes an intervention program for improving social skills. The targeted population comprised a kindergarten, second grade, second grade physical education, and trainable mentally handicapped primary aged classes. All sites were located within 60 miles of a major metropolitan area. The lack of social skill development was documented through teacher surveys, social worker surveys, student behavior checklists, and anecdotal records. Analysis of probable cause data indicates home, school, and society all play a role in the existing problem. Intervention strategies developed after reviewing solution strategies suggested in research for improving social skills and analyzing the problem setting. Cultivating a positive classroom environment, direct instruction of social skills, and cooperative learning activities are implemented to improve the positive behavior and prosocial classroom environment. Postintervention data shows that students demonstrated an improvement in their prosocial behavior. Appendix A is the Teacher Survey; Appendix B is the Social Worker Survey; Appendix C is the Student Behavior Checklist; and Appendix D is Literature Selections. (Contains 6 tables, 2 figures, and 27 references.) (Author/MKA)

ED 434 297 CG 029 506

Getz, Helle; LaBahn, Joyce; Regan, Kathleen
Social Skills and the Junior High School Student.
PUB DATE- 99
NOTE- 85p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community; *Cooperative Learning; Family Structure; Group Activities; *Interpersonal Competence; *Intervention; Journal Writing; *Junior High School Students; Junior High Schools; Modeling (Psychology); Parent Role; Social Development; Social Environment; *Socialization; Student Journals; Teacher Role; Teachers

This paper describes a program initiated by teacher-researchers to increase the use and knowledge of appropriate social skills with junior high school students while working in academic cooperative groups. The target groups comprised sixth, seventh, and eighth grade students in a predominantly middle class community in the Midwest. The students' lack of use or knowledge of the targeted social skills was documented through teacher observation, a teacher constructed pre-survey of the students, and teacher constructed rubrics used during academically challenging group assignments. Analysis of

NOTE- 56p.; For a review of Reading Recovery facets and characteristics, see CS 013 712.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Intervention; Foreign Countries; Program Descriptions; Program Effectiveness; Reading Difficulties; *Remedial Reading; *Student Needs; Tutoring
IDENTIFIERS- *Reading Recovery Projects

This Executive Summary provides information and details about Reading Recovery, an early intervention program for young readers who are experiencing difficulty in their first year of reading instruction. The summary first explains that Reading Recovery is a one-to-one tutoring program designed to serve the lowest achieving readers in which children receive daily 30-minute lessons with the goal of bringing them up to average reading levels in their classes as quickly as possible. The summary then presents numbers and percentages for Reading Recovery's success in the United States in 1997-1998. It is divided into the following sections: Year at a Glance; What Is Reading Recovery?; Reading Recovery Council of North America; Reading Recovery in Department of Defense Dependents Schools (DoDDS); Descubriendo la Lectura (DLL) (Reading Recovery in Spanish); Canadian Institute of Reading Recovery; How Is Reading Recovery Implemented?; and Does Reading Recovery Work? (Contains 49 references, 5 tables of data, and 4 informational appendixes.) (NKA)

ED 434 319 CS 013 711

Paynter, Susan Y., Comp.
Leadership for Literacy: A Guidebook for School-Based Planning. Revised Edition.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Decision Making; *Early Intervention; Instructional Effectiveness; *Literacy; *Planning; Primary Education; Program Implementation; *Reading Instruction; *School Involvement
IDENTIFIERS- *Reading Recovery Projects; School Team Approach

This guide argues for the implementation of Reading Recovery in schools because it: serves high-risk children and diminishes their numbers; is curriculum independent and provides equally for diverse populations; delivers a high level of teacher training without removing teachers from their work; provides built-in coaching and evaluation within the host district; ties program evaluation, teacher evaluation, and training evaluation directly to student performance; involves cooperation among the university, state, and school levels of education; and enables teachers to be accountable observers of children and consistent designers of curriculum. The guide provides information and ideas for designing projects and plans to impact literacy, and was developed to strengthen the decision-making process for schools and districts. It provides a basic research base for making decisions in eight common areas of schoolwide planning. In outlining these eight common areas, the guide summarizes the criteria used by schools achieving high literacy levels and includes graphics which have been successfully used by other

Learners," are: (5) "Unlock Their Lonely Hearts" (Danling Fu); (6) "I Am the Immigrant in My Classroom" (Miles Gullingsrud); (7) "Check Out the Real America: Many Hued, Many Tongued, and Many Storied" (Anne Fairbrother); and (8) "Language, Literature, and Learning in the ESL Classroom" (Mary Kooy and Annette Chiu). Articles in the third section, "How Politics Have Shaped Our Thinking and Our Classrooms," are: (9) "Toward the Separation of School and State" (Sheridan Blau); (10) "Literacy Education as a Political Act" (Diane Stephens); (11) "Conflicting Interests: Critical Theory Inside Out" (Roberta J. Herter); and (12) "Implementing Speaking and Listening Standards: Information for English Teachers" (Nancy Rost Goulden). (NKA)

ED 434 342 CS 216 897

Martinez, Paul
New Mexico Language Arts Content Area Standards and Benchmarks.
PUB DATE- 99
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Benchmarking; *Communication Skills; Elementary Secondary Education; *Language Arts; *State Standards; Student Educational Objectives
IDENTIFIERS- Content Learning; *New Mexico

This guide states that New Mexico's Language Arts Content Standards and Benchmarks are built upon the Competency Frameworks adopted by the State Board of Education in 1992. The guide further states that the first two content standards are comprised of Unifying Concepts that represent universal language skills that apply not only to language arts, but also embody communication in all disciplines. The next six content standards are organized around the following topics: Listen and Read; Speak and Write; Appreciate and Respect; and Access, Analyze, and Inform. The guide explains that the 10 Language Arts Content Standards and Benchmarks represent the skills and attributes of language that allow people to understand and be understood in an ever-changing world. The expectation of the guide is that these content standards and benchmarks will provide a coherent structure to guide curriculum, instruction, and assessment. In the guide the materials are divided into sections for grades K-4, 5-8, and 9-12, with an easy-to-follow and easy-to-read format. (Contains a 21-item list of resources.) (NKA)

ED 434 343 CS 216 899

English, Todd M.
Re-Visualizing the Instruction of Composition: Students, Authors, and the Logics of Writing Instruction.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Conference on College Composition and Communication (50th, Atlanta, GA, March 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English Departments; Higher Education; *Theory Practice Relationship; *Writing Instruction

*Research Methodology; *Teaching Methods; Undergraduate Study

In a national climate of moving the media research course from the undergraduate to graduate levels, this paper analyzes an innovative, easily replicative, and significantly successful new modality--implemented at an open-enrollment university in the Deep South--that may point the way to prevent termination of this essential course to undergraduates in the future when weighed against the traditional teaching dynamic. The paper is based upon a comparative analysis of the failings of the traditional teaching system and that of a new team-process approach, measured by survey and observation, that incorporated both quantitative and qualitative methodologies relevant to the demands of the media profession that were gathered from sources ranging from libraries, the Internet, and interviews and reported in 36 oral presentations, a major written project, and a series of examinations. (Contains 24 references; appendixes contain the course syllabus, an exit questionnaire, course materials and a questionnaire.) (Author/RS)

ED 434 364 CS 510 117

McCollum, James F., Jr.; Bryant, Jennings
Pacing in Children's Television Programming.
PUB DATE- 99
NOTE- 42p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, LA, August 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Television; Content Analysis; Preschool Education; *Programming (Broadcast); Television Research
IDENTIFIERS- Sesame Street

Following a content analysis, 85 children's programs were assigned a pacing index derived from the following criteria: (1) frequency of camera cuts; (2) frequency of related scene changes; (3) frequency of unrelated scene changes; (4) frequency of auditory changes; (5) percentage of active motion; (6) percentage of active talking; and (7) percentage of active music. Results indicated significant differences in networks' pacing overall and in the individual criteria: the commercial networks present the bulk of the very rapidly paced programming (much of it in the form of cartoons), and those networks devoted primarily to educational programming--PBS and The Learning Channel--present very slow-paced programs. (Contains 26 references, and 12 tables and a figure of data.) (RS)

ED 434 365 CS 510 118

McMillan, Sally J.
Contract Teamwork: A Way Out of the Ivory Tower.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, LA, August 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; Class Activities; Graduate Study; Higher Education; Instructional Effectiveness; Introductory Courses; *Marketing; *Teamwork

sustained these efforts; (2) What evidence suggests that the reform efforts have been successful; (3) How and to what extent do these subgrantees coordinate program funds to promote reform; and (4) What do these case studies tell policymakers about the planning and implementation of successful programs? The findings show that subgrantees implemented several reform efforts to improve teaching and learning, such as the adoption/creation and implementation of state and local standards and curricula. Successes were evident through state and local assessment scores and improvements in professional development. The flexible nature of Goals 2000 subgrants enabled districts to spend the funds on their priorities. Finally, several policy issues emerged, including the finding that districts play a significant role in implementing systemic standards-based reform. (RJM)

ED 434 387 EA 030 048

Discovering New Solutions through Cooperative Audit Resolution: A Guide.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Audits (Verification); Educational Assessment; *Educational Finance; *Educational Improvement; Elementary Secondary Education; *Finance Reform; Quality Control; Resource Allocation

This guide provides information on the cooperative audit resolution for program improvement. It offers guidance for resolving audit findings, as well as tips on how to use the Cooperative Audit Resolution and Oversight Initiative (CAROI). CAROI is a collaborative method to provide alternative and creative approaches to resolve audit findings and their underlying causes. Its goal is to improve education programs and student performance at state and local levels through better use of audits, monitoring, and technical assistance. The program is designed to avoid litigation, lengthy adversarial discussions, and nonproductive impasses. The guide outlines the elements of CAROI, its design, characteristics, and principles (including communication, collaboration, and trust). It describes how CAROI works and presents this program as a responsive process. CAROI can also function as a proactive process, and the text outlines prevention techniques for potential audit findings. How CAROI can be applied to other government agencies, some of the challenges of using the initiative, and how CAROI teams can help others to get started in the process are all explored. Four exhibits outline the audit-resolution process using CAROI principles, present the CAROI matrix used for statewide single-audit findings, and offer further information. (RJM)

ED 434 388 EA 030 049

O'Day, Jennifer; Gross, Betheny
One System or Two? Title I Accountability in the Context of High Stakes for Schools in Local Districts and States.
SPONS. AGENCY- National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.; Department of Education, Washington, DC. Planning and

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescent Development; Block Scheduling; *Flexible Scheduling; Instructional Effectiveness; *Middle School Students; *Middle Schools; Student Welfare; *Time Factors (Learning)
IDENTIFIERS- Adolescent Behavior

This book investigates school schedules by examining the use of time at the middle level and discussing strategies that schools may use to provide greater flexibility to the school day. Eleven specific scheduling models are presented and described. Complementing the models is a discussion of the factors that propel a school's investigation of alternative schedules. The manual views time as a resource and discusses ways to empower teachers to use time to make decisions. It also considers the role that adolescence plays in schedules and presents tips on how to schedule activities with this in mind. The text examines the importance of scheduling, outlines some scheduling myths, and explores the "block-time" schedule at length, considering its advantages and disadvantages for administrators, teachers, and students. Some block-time models are provided. Other kinds of schedules that are considered include alternate day, rotating, and dropped schedules. The booklet explores ways to get started on scheduling reform, offering details on planning steps, whether or not to use a computer, simulations, building the schedule, the uses of singletons and doubletons, staffing decisions, and selecting staff members. The text concludes with strategies for manipulating the schedule by challenging regularities, focusing on students, and starting small. (RJM)

ED 434 408 EA 030 072

Webb, L. Dean
Integrating Technology in the High School. Breaking Ranks: Making It Happen.
PUB DATE- 99
NOTE- 20p.; For others in the series, see EA 030 073, EA 030 075 and EA 030 077.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Change; Educational Environment; Educational Methods; *High Schools; Instructional Effectiveness; *Technological Literacy; Technology
IDENTIFIERS- Technology Integration

This booklet is part of a series that was designed to serve as a resource for high school leaders. It focuses on the integration of technology in the high school and contains practical strategies, procedures, and ideas to enable school leaders to plan and implement programs that will help students. It highlights the findings in the National Association of Secondary School Principals' publication "Breaking Ranks: Changing an American Institution." The text expands on the idea that high schools can enrich and expand virtually every activity, operation, and course by using computers and other technologies. It focuses on technology education and the need to distinguish between instruction about technology and the use of technology to teach skills, ideas, or concepts that may have no relationship to technology. It also describes technology performance standards and competencies for students, providing a listing of competencies that were adopted by one school

EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Ladders; *College School Cooperation; *Disabilities; Elementary Secondary Education; Higher Education; *Inservice Education; *Partnerships in Education; Preschool Education; *Professional Development; Teacher Certification

This report describes the five Professional Development Partnership projects funded in 1992. They were designed to form consortia or partnerships of public and private entities which were to develop opportunities for career advancement or competency-based training for current workers at public and private agencies that provide services to infants, children, and youth with disabilities. Chapter 1 reviews relevant literature on collaborative partnering and provides an overview of the elements and critical features necessary to all successful and lasting partnerships: shared vision, common mission, common goals, and shared responsibility and authority. The phases and stages of partnership formation are discussed, as are the barriers. Chapters 2 through 6 profile each project and include information on the stages of the project and the lessons learned during the project's five years. Chapter 7 provides a cross-case analysis derived from the five project profiles and from the unpublished evaluation of the projects conducted by independent consultants. It examines similarities and differences among the projects. The report includes two appendices that provide contact information for each of the projects, lists the products available from each project, and provides the definition for collaborative partnerships that the five projects developed. (Chapters include references.) (CR)

ED 434 428 EC 307 426

Neisworth, John T.; Bagnato, Stephen J.; Salvia, John; Hunt, Frances M.
TABS Manual for the Temperament and Atypical Behavior Scale: Early Childhood Indicators of Developmental Dysfunction.
PUB DATE- 99
NOTE- 114p.; Manual accompanied by a screening tool and an assessment tool.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- At Risk Persons; *Behavior Disorders; *Behavior Rating Scales; Disability Identification; Early Intervention; *Emotional Disturbances; Infants; *Screening Tests; Social Behavior; Social Development; *Test Reliability; *Test Validity; Toddlers; Young Children

This manual describes the rationale, use, and validity of the Temperament and Atypical Behavior Scale (TABS), a norm-referenced measure of dysfunctional behavior appropriately used with infants and young children between the ages of 11 and 71 months. TABS is intended to identify children who are developing atypically or are at risk for atypical development. In addition, TABS data can indicate specific areas of concern and can be the basis for planning early intervention programs. On the TABS Assessment Tool, atypical self-regulatory behavior is assessed by 55 items in areas such as temperament, attention, attachment, social behavior, play, vocal and oral

The study did not find a meaningful relationship between age and mean test scores. The mean test scores of females equaled or exceeded the mean test scores of males at all caption speed levels. Subjects who were junior high school students remembered facts as well as the other subjects did, but seemed less able to draw conclusions based on such facts. Overall, nonstudents tended to have slightly higher mean scores than students. (Contains 22 tables; appendices contain videoscripts, a demographic questionnaire, fact tests, narrative tests, and item response distributions). (CR)

ED 434 447 EC 307 445

Wilson, Dee Ann
Grades, Diplomas and Transcripts for Students with Disabilities.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Records; Academic Standards; Achievement Rating; Degree Requirements; *Disabilities; *Grades (Scholastic); Grading; Graduation; *Graduation Requirements; High Schools; *Report Cards; *Student Evaluation
IDENTIFIERS- *Academic Accommodations (Disabilities)

This paper is designed to provide Iowa educators with information on reporting results of assessments of students with disabilities, including grading, diplomas, and transcripts. A question-and-answer format addresses: (1) indication of the provision of reasonable accommodations on students' report cards; (2) honor rolls; (3) pass/fail grading systems; (4) course weighted grading systems; (5) grade reductions due to absence; (6) exclusion from class grading; (7) exclusion from an extracurricular activity based on grade criteria; (8) graduation requirements and diplomas; (9) different diplomas for students with disabilities; (10) certificates of achievement; (11) continuation of services after receiving a certificate of achievement; (12) reflection of curriculum modifications in transcripts; and (13) indication of a modified curriculum on high school transcripts. (CR)

ED 434 448 EC 307 446

Fowler, Joyce; Patton, James E.; Yarbrough, Donald B.
How Are Reading Disabled Children Identified?
PUB DATE- 98
NOTE- 14p.; Poster presented at the Annual Convention of the National Association of School Psychologists (30th, Orlando, FL, April 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Clinical Diagnosis; *Disability Identification; *Dyslexia; Elementary Education; Learning Disabilities; *Predictive Measurement; *Reading Difficulties; School Psychologists; Special Education Teachers; Student Characteristics; Surveys; *Symptoms (Individual Disorders); *Teacher Attitudes

This paper discusses the outcomes of a survey of 39 special

(055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Attention Span; Children; *Cognitive Ability; *Cognitive Processes; *Disabilities; Elementary Secondary Education; Measurement Techniques; Measures (Individuals); Memory; Recall (Psychology); Spatial Ability; *Test Content; *Test Interpretation; *Test Manuals; Test Reliability; Test Validity

This kit contains materials necessary to administer the Cognitive Assessment System (CAS), an assessment battery designed to evaluate cognitive processing in children 5 through 17 years of age. Derived from the Planning, Attention, Simultaneous, and Successive (PASS) theory, the four processing areas comprise the four scales that make up the CAS. The kit includes: (1) the administration and scoring manual that provides general information, specific instruction for administering and scoring the subtests, norms tables, interpretive tables, and achievement comparison tables; (2) an interpretive handbook that presents the information needed to use the tests, including a discussion of the PASS theory, explanations of the test's organization and development, as well as information on standardization and norming, reliability and validity, and interpretation; (3) a stimulus book that includes all the subtest stimuli used during administration of the tests, including nonverbal matrices, verbal-spatial relations, figure memory, and expressive attention subtests; (4) response books for paper-and-pencil responses during testing of matching numbers, planned codes, planned connections, number detection, receptive attention, and figure memory; and (5) scoring templates in a spiral bound booklet for scoring response book pages. (CR)

ED 434 468 EC 307 466

Parrish, Thomas; Kaleba, Daniel; Gerber, Michael; McLaughlin, Margaret
Special Education: Study of Incidence of Disabilities. Final Report.
SPONS. AGENCY- California State Legislative Analyst's Office, Sacramento.; California State Dept. of Finance, Sacramento.; California State Dept. of Education, Sacramento.
PUB DATE- 98
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Financial Support; Incidence; *Severe Disabilities; *Special Education; State Programs; State Regulation; State School District Relationship
IDENTIFIERS- *California; *Disproportionate Representation (Spec Educ)

This final report discusses the findings of a study that investigated the extent to which severe and/or high cost disabilities are evenly or unevenly distributed among the population of special education local plan areas (SELPAs) in California, and if the population-based special education funding formula should be adjusted. Results of the study found that severe and/or high cost students are not randomly distributed throughout the state. As the basis for adjusting the funding formula accordingly, a "severity service multiplier" was created for each SELPA based on the characteristics and services received by special education students residing in their attendance areas. This index indicates SELPAs with responsibilities for disproportionate

IDENTIFIERS- *California

The California Department of Education convened a task force to determine how the learning environment can be shaped to support statewide educational reforms designed to make California schools places of community pride that also help students excel. This two-part report outlines design implications common to all grade levels, as well as those specific to certain grade levels, and identifies design implication concepts derived from each of the task force's reform reports. It lists educational concepts with methodologies and design implications specific to each of the California grade-level reform papers: "Caught in the Middle" (1987); "Here They Come: Ready or Not" (1988); "It's Elementary" (1992); and "Second to None" (1992). Also included are descriptions of several award-winning schools whose master planning has embraced educational reform in their design. (Contains 87 references.) (GR)

ED 434 492 EF 005 533

Agron, Joe, Ed.
Under Siege: Schools as the New Battleground. Strategies To Protect Students, Staff, and Facilities.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Facilities; Elementary Secondary Education; Guidelines; *Planning; Public Schools; *School Safety; *School Security; Violence
IDENTIFIERS- School Shootings; Technology Assessment; Technology Role

This American School and University supplement theme issue provides information from experts in the security industry concerning school violence and its prevention. Articles address the lessons learned from recent school shootings that may help reduce future occurrences, the need for a greater adherence to order in schools to set the stage for a more secure learning environment, the use of identification badges, and ways of conducting a school facility security audit. It explains how to determine which technology is most important for school security, the development of a crisis management plan, and the preplanning steps that helped one community deal quietly with a rash of bomb threats. (GR)

ED 434 493 EF 005 548

Odom, J. David; DuBose, George
Preventing Indoor Air Quality Problems in Educational Facilities: Guidelines for Hot, Humid Climates. Revised.
PUB DATE- 96
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Improvement; Elementary Secondary Education;

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Art; Book Reviews; College School Cooperation; *Communicative Competence (Languages); Elementary Secondary Education; *English (Second Language); Grammar; Higher Education; Hmong People; Instructional Materials; Language Teachers; Material Development; Minority Groups; Reference Materials; Second Language Instruction; Second Language Learning; *Second Language Programs; State Programs; Statewide Planning; Student Writing Models; Teacher Attitudes; Teacher Education; Teacher Recruitment
IDENTIFIERS- Minnesota

This document consists of the two annual volumes of a regional TESOL journal published during 1998 and 1999. The two volumes contain the following articles: "Strengthening the Bridge: A High School-University Partnership" (Robin Murie); "'Ch'emyon' in the EFL Classroom" (James H. Robinson); "The Changing Artwork of the Hmong" (Alice Weickelt); "Creating University Communities" (Mike Mutschelknaus); "Direct Grammar Instruction in the Communication-Based Classroom" (Sheila E. Hansen); "Expanding our Vision of English Language Learner Education in Minnesota: Implications of State Population Projections" (Elaine Tarone); "Mainstream Teachers' Perceptions of the Advantages and Disadvantages of Teaching ESL Students" (George A. Youngs, Jr., Cheryl Stanosheck Youngs); "Recruiting Minority Teachers from within Local School Districts: The Lakeland College Urban Teachers Outreach Program" (Perry R. Rettig); "The Importance of Context in the Academic Achievement of English Language Learners" (Marina Hammond); and "Form, Function, and Meaning: Understanding/Teaching English Participles" (Carl Zhonggang Gao). Reviews of reference books, publications about teaching, and instructional materials are included in each volume, as are samples of student writing. (MSE)

ED 434 516 FL 025 993

Crowther, Jonathan, Ed.; Kavanagh, Kathryn, Ed.
Oxford Guide to British and American Culture for Learners of English.
PUB DATE- 99
NOTE- 609p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Cultural Awareness; *English; English (Second Language); Foreign Countries; *Foreign Culture; *North American Culture; Reference Materials; *Sociocultural Patterns
IDENTIFIERS- *British Culture; *United Kingdom

The guide to American and British culture, for upper secondary- and university-level students, is intended for use by learners of English as a second language. It is designed to explain specific aspects of British and American life and traditions not generally included in English language dictionaries. The guide has a dictionary format, with terms or phrases listed alphabetically, and each entry provides pronunciation information, a definition or explanation of the word or phrase cited, and in many cases, supplementary information about its use, connotation, or reference. Entries are written using a limited vocabulary to make them easier for a non-native English speaker to read. A concluding page gives general guidelines for questionnaire about their learning experiences. The test consisted of three sections: language structure; video-essay; and pronunciation. Statistical analysis of test results and student information revealed that native language was more influential on test performance than learning experience. Language groups differed in both the pronunciation and video-essay sections, whereas learning-experience groupings differed only in the video-essay section. Neither grouping showed statistically significant differences on the structure section, but native language groupings did perform differentially, although not to statistical significance. Results suggest that test-takers' native languages should be given more weight than learning experience in placing students into appropriate English-as-a-Second-Language classes if variables other than English language proficiency are considered in placement. Appendices contain an English Placement Test information form and simultaneous item bias test output. Contains 48 references. (MSE)

ED 434 536 FL 026 017

Cook, Haruko Minegishi
Why Can't Learners of Japanese as a Foreign Language Distinguish Polite from Impolite Speech Styles?
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; College Students; Higher Education; *Japanese; Job Application; Language Research; *Language Styles; *Listening Comprehension; *Pragmatics; *Second Language Instruction; *Second Language Learning; Second Languages
IDENTIFIERS- *Politeness

A study investigated the extent to which American learners of Japanese as a foreign language (JFL) are able to distinguish polite Japanese speech, and the effect of instruction on this skill. Specifically, it looked at performance on a midterm listening comprehension question in which students listened to self-introductory speeches of three job applicants and determined which was the most appropriate candidate for the job, based on content and pragmatic meaning. Focus was on students' judgment of the statements' pragmatic features, particularly degree of politeness. Subjects were 120 college students in 12 second-year class sections taught by eight teachers. The students overwhelmingly chose the applicant who satisfied explicit qualifications, even though the other two applicants used more polite speech, considered an important qualification in Japanese culture. All instructors were surprised by the findings; all would have rejected the applicant the students chose, based on inappropriate use of Japanese pragmatic features. Aspects of classroom instruction that may contribute to students' misunderstanding of these pragmatic features are discussed. Contains 20 references. (MSE)

ED 434 537 FL 026 021

Shameem, Nikhat, Ed.; Tickoo, Makhan, Ed.
New Ways in Using Communicative Games in Language Teaching. New Ways in TESOL Series II: Innovative Classroom Techniques.
PUB DATE- 99
NOTE- 222p.
LANGUAGE- English

to multiple institutions. This proved true even for institutions with state-wide missions, such as UF and FSU. It was also found that FTIC applicants were far more likely than community college applicants to apply to multiple institutions, and that location was more important to community college applicants than to FTIC applicants. (MDM)

ED 434 557 HE 032 284

MacFarland, Thomas W.
Matriculation Status of Fall Term 1993 Center for Psychological Studies Students by the Beginning of Fall Term 1998: Campus-Based Students and Distance Education Students by Site. Report No. 99-09.
PUB DATE- 99
NOTE- 20p.; For a related document, see HE 032 282.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Degrees (Academic); *Distance Education; Graduate Students; Graduate Study; *Graduation; Higher Education; *Masters Degrees; *Psychology; Tables (Data); Time to Degree; Universities
IDENTIFIERS- Nova Southeastern University FL

This study examined the matriculation status of all fall term 1993 master's level students of the Center for Psychological Studies of Nova Southeastern University by fall term 1998, differentiating between campus-based students and distance education students at individual sites. Data on matriculation rates were obtained on 382 campus-based students and 318 distance education students. It was found that distance education students had a significantly greater frequency of successful matriculation than campus-based students. While there were many individual distance education sites where the matriculation rates were equivalent to the matriculation rates of campus-based students, there were no sites where distance education students had a lower frequency of successful matriculation than campus-based students. An appendix provides statistical tables. (Contains 20 references.) (MDM)

ED 434 558 HE 032 285

Allen, Ronald Gage
Tuition Discounts, Institutional Student Aid and Scholarship Allowances. Monograph Series.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Definitions; *Educational Finance; *Higher Education; Scholarships; School Accounting; Student Costs; *Student Financial Aid; *Tuition; *Tuition Grants
IDENTIFIERS- Financial Accounting Standards Board; *Tuition Discounts

This paper provides an overview and analysis of the practice of tuition discounting by higher education institutions, especially private institutions. It explains that tuition discounting the practice of permitting some students to pay less than full tuition has risen markedly in recent years, and that there is significant confusion regarding the practice due to the reluctance of higher education officials to talk openly about finances and because different groups within higher

1989-1990 and 1995-1996. It notes that in 1995-1996, about 40 percent of all first-time beginning postsecondary students enrolled in four-year institutions (25 percent at public institutions and 15 percent at private institutions); another 46 percent enrolled in public two-year institutions. Overall, these percentages were the same as those for 1989-1990. In 1995-1996, 25 percent of financially dependent students from families with incomes of $60,000 or more enrolled in private four-year institutions, a considerably higher percentage than the rate for students from families with incomes in the $30,000-$59,999 range (16 percent), or for those with incomes of less than $30,000 (14 percent). Among students enrolling in less-than-four-year institutions, the primary reason cited by 18- to 19-year-olds was the ability to transfer to a four-year institution, while students age 20 and older enrolled to obtain job skills. (MDM)

ED 434 578 HE 032 356

Annual Employment Outcomes Report. Oklahoma State System of Higher Education.
PUB DATE- 99
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Associate Degrees; Degrees (Academic); *Employment Patterns; Graduate Study; Higher Education; *Outcomes of Education; *Place of Residence; Professional Education; Salaries; State Colleges; State Universities; Tables (Data); Undergraduate Study
IDENTIFIERS- *Oklahoma

This study examined the percentage of Oklahoma residents who graduate from Oklahoma public colleges and universities and remain in the state, and the impact of educational level on salaries. Data on Oklahoma state system degree recipients from 1992-1993 through 1996-1997 were obtained from the State Regents' Unitized Data System. It was found that 82 percent of 1992-1993 graduates and 87 percent of the 1996-1997 graduates remained in the state. Doctorate and professional degree recipients had lower in-state employment rates than master's, bachelors, associate, and certificate graduates. Of the 1992-1993 graduates who earned bachelor's degrees, those in the fields of philosophy, education, public affairs, agricultural business, and personal services had the highest in-state employment rates, while graduates in the fields of transportation, architecture, engineering, physical sciences, and English/letters had the lowest in-state employment rates. It was also found that bachelor's degree recipients earned 14 to 15 percent more than associate degree recipients, whether they had earned their degrees in 1996-1997 or 1992-1993. Fourteen data tables are included. Appended are a tables listing standard classifications of jobs and instructional programs. (MDM)

ED 434 579 HE 032 357

Hutcheson, Polly, Ed.
Cooperative Education: Institutional Profiles of Integrated Learning. NCCE Executive Summary Series, No. 2.
PUB DATE- 99
NOTE- 27p.; For Executive Summary, No. 1, see ED 421 907. This document was prepared for the National Commission for

studies are that an understanding of and belief in the roundtable process is essential if it is to be employed as a systemic change tool; WICHE provides valuable resources for planning, organizing, and implementing the roundtable process; willingness to assume leadership risk is critical to success; roundtables must consider the uniqueness of each state; participants must be selected with care; background papers help in orienting and focusing participants; trust building is most effective if a group addresses its own internal shortcomings before expecting other groups to take corrective actions; and the cycle for effective use of the roundtable process is 5 to 6 years. (CH)

ED 434 599 HE 032 377

Tuition and Fees in Public Higher Education in the West, 1997-98. Detailed Tuition and Fees Tables.
PUB DATE- 98
NOTE- 61p.; For 1998-99 data, see HE 032 378.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Finance; Enrollment Trends; Fees; Graduate Study; *Higher Education; In State Students; Out of State Students; Paying for College; *Public Education; State Colleges; State Universities; *Student Costs; Tables (Data); Trend Analysis; *Tuition; Two Year Colleges; Undergraduate Study
IDENTIFIERS- *Western Interstate Commission for Higher Education

This document provides tuition and fee data for public institutions in the following member and affiliated states in the Western Interstate Commission for Higher Education (WICHE): Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. Data tables cover: average annual percent change in tuition and fees, 1987-88 to 1997-98; average tuition and fees and average tuition and fees in constant (1987) dollars, 1997-98, 1996-97, 1992-93, and 1987-88; current versus inflation only charges, 1997-98; resident undergraduate and graduate tuition and fees at four-year institutions, 1997-98, 1996-97, 1992-93, and 1987-88; nonresident undergraduate and graduate tuition and fees at four-year institutions, 1997-98, 1996-97, 1992-93, and 1987-88; resident in-district/county and out-of-district/county tuition and fees at two-year institutions, 1997-98, 1996-97, 1992-93, and 1987-88; nonresident tuition and fees at two-year institutions, 1997-98, 1996-97, 1992-93, and 1987-88; average tuition and fees at four-year institutions by Carnegie classification and state, 1997-98, 1996-97, 1992-93, and 1987-88; and resident and nonresident undergraduate and resident and nonresident graduate tuition and fees at four-year institutions by Carnegie classification and state, 1997-98, 1996-97, 1992-93, and 1987-88. Three appendixes include the Carnegie classification of institutions of higher education, the procedure for converting current dollars to constant dollars, and the methodology. (CH)

ED 434 600 HE 032 378

Tuition and Fees in Public Higher Education in the West, 1998-99. Detailed Tuition and Fees Tables.
PUB DATE- 98
NOTE- 68p.; For 1997-98 data, see HE 032 377.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)

ED 434 618 HE 032 396

Taylor, Gordy; Onion, Cathy
Alumni Relations: Launching Your Program. Management Tools.
PUB DATE- 98
NOTE- 158p.; Foreword by William J. Evitts.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alumni; *Alumni Associations; Higher Education; Institutional Mission; Long Range Planning; Organizational Development; *Program Development; *Public Relations; Strategic Planning
IDENTIFIERS- *Alumni Relations

This book is a how-to manual on creating an alumni relations program, including starting an alumni association. Brief sections address the following topics: defining purpose, launching the organization, establishing a membership policy, establishing a budget, writing a mission statement, creating a long-range plan, working with the development office, building the team, leading the team, maintaining records, tracking down lost alumni, staying in touch, structuring the board, and setting up programs. The bulk of the book consists of four appendices which provide the following resources: (1) sample mission statements, strategic and long-range plans, and goals and objectives; (2) sample organizational charts and job descriptions for the alumni office; (3) sample constitutions and bylaws for the alumni association; and (4) programming resources. (Contains 45 references.) (DB)

ED 434 619 HE 032 397

Fund-Raising Standards for Annual Giving and Campaign Reports: For Not-for-Profit Organizations Other Than Colleges, Universities, and Schools.
SPONS. AGENCY- National Society of Fund Raising Executives, Alexandria, VA.
PUB DATE- 98
NOTE- 78p.; Adapted from "Case Management Reporting Standards: Standards for Annual Giving and Campaigns in Educational Fund Raising (for Colleges, Universities, and Schools), February 1996."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Accounting; Definitions; *Fund Raising; Institutional Advancement; *Nonprofit Organizations; Organizational Development; Private Financial Support; Private Sector; Records (Forms); *Standards

This book is intended to provide development officers at not-for-profit organizations with comprehensive standards and definitions for preparing fund-raising activity reports of yearly fund-raising results, as well as management and activity reporting standards for fund-raising campaigns. Section 1 presents gift-income reporting standards for use in recording annual giving from private sources, and is keyed to an activity-report format. The first chapter provides detailed standards for reporting specific types of gifts, such as assignment of education distribution formula, and the trainee retention rate); and (5) ongoing issues and concerns (financing of medical education in a changing political and economic environment, and examination of the needs of the health professional workforce). Six appendices provide cost data, legislative text, and a list of advisory committee members (DB)

ED 434 640 HE 032 418

Medical Education and Research Costs (MERC): Annual Report on Program Implementation and Recommendations.
PUB DATE- 99
NOTE- 45p.; For related documents, see HE 032 416-417.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Finance; Higher Education; *Medical Education; *Resource Allocation; *State Aid; State Legislation; *State Programs
IDENTIFIERS- *Minnesota

This document presents the annual report and recommendations of Minnesota's Medical Education and Research Costs (MERC) Trust Fund, a program that provides funding for the clinical training of selected medical professions through compensating the costs of training provided in a clinical teaching environment. State general funds and health care access funds are combined with matching federal funds and are distributed to teaching programs on the basis of the number of eligible trainees and the average cost of clinical training. Recent legislative changes also authorize transfer of the medical education component of the Prepaid Medical Assistance Program (PMAP) and Prepaid General Assistance Medical Care (PGAMC) capitation rates to the MERC Trust Fund. Recommendations address the following concerns: an allocation formula for distribution of medical education funds from the PMAP and PGAMC programs; (2) additional broad-based funding sources; and (3) feasibility of including a carve-out of current Minnesota care capitation rates allowed for medical education to the Trust Fund. Future issues briefly discussed include the targeting of funds in accordance with the purpose of MERC and appropriate staffing and support. Appendices include texts of relevant Minnesota laws, lists of MERC committee members, and a sample MERC Web home page. (DB)

ED 434 641 HE 032 419

Durrington, Colleen; Bacon, Cheryl M.
Making Connections through Learning Communities: A Case Study in the Creation and Development of Learning Communities at Abilene Christian University.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Case Studies; *Church Related Colleges; *College Environment; College Freshmen; Faculty Development; Higher Education; *Integrated Curriculum; Interdisciplinary Approach; Professional Development; School Holding Power
IDENTIFIERS- *Abilene Christian University TX; *Learning Communities

This case study describes the theory behind and the process of developing a learning community program at Abilene Christian University (ACU), Texas. The program, initiated in 1996, was

Relevant in the 21st Century" (A.J. Van Vuren and J.C. Henning); and "The New Library, A Hybrid Organization" (Leo Waaijers). (MES)

ED 434 660 IR 057 504

Asamoah-Hassan, Helena Rebecca
A Library Ready for 21st Century Services: The Case of the University of Science and Technology (UST) Library, Kumasi, Ghana.
PUB DATE- 98
NOTE- 9p.; In: The Challenge To Be Relevant in the 21st Century: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Pretoria, South Africa, June 1-5, 1998), Volume 18; see IR 057 503.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Developing Nations; Electronic Libraries; Foreign Countries; Futures (of Society); Higher Education; Information Technology; Library Automation; *Library Development; Library Personnel; *Library Services; Science Libraries; User Needs (Information)
IDENTIFIERS- Ghana; Twenty First Century
This paper discusses changes at the University of Science and Technology Library (Ghana). The first section provides historical background and summarizes current services, including the collection, the facility, the university's network of faculty/school/institute/center libraries, main library departments, staff, and automation. The next section notes factors necessitating change, including economic recession, inadequate staffing, information explosion, and technological innovations. The following areas of library work that will need to be changed or improved for the library to be relevant in the 21st century are discussed in the third section: (1) collection development, including policies/procedures and the choice between print and digital information; (2) interlibrary loans and document delivery, including the use of facsimile, e-mail, and satellite transmission; (3) the virtual library; (4) staff roles, including responsibilities of professional and paraprofessional staff; (5) the head librarian's role, including leadership, accountability, and management; and (6) other changes, including cooperative ventures, networking, charging fees, and cutting costs. The final section presents a vision for the 21st century university library that highlights reduction of red tape/bureaucracy, orientation toward meeting user needs and delivery of high quality services, library staff support of student learning, flexible structure, cooperation with faculties/institutes, an entrepreneurial approach to securing resources, and library marketing efforts. (Contains 11 references.) (MES)

ED 434 661 IR 057 505

Austen, Gaynor
Libraries in Partnership: Defining Our Core Roles for the 21st Century.
PUB DATE- 98
NOTE- 7p.; In: The Challenge To Be Relevant in the 21st Century: Abstracts and Fulltext Documents of Papers and Demos Given at

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Developing Nations; *Economic Development; Foreign Countries; *Information Literacy; Information Skills; *Information Technology; Librarians; *Library Role; Program Implementation; Research and Development; *Technological Literacy; Training; World Wide Web
IDENTIFIERS- Information Age; Information Infrastructure; Malaysia; *Multimedia Technology; Technology Coordinators; Technology Implementation; Web Sites

In Malaysia, the government is supporting the diffusion of the Internet and is spearheading a project to bring Malaysia into the information age, by helping to design a smart city called the Multimedia Super Corridor (MSC). The MSC is being planned as a high-technology center where world-class multimedia companies can develop state-of-the-art products and services. Since Malaysia is undergoing a change from an industrial to information age, the MSC will guide the country in identifying how to use multimedia services in an efficient and competitive manner and will serve as a springboard for regional and global multimedia markets. This paper uses Malaysia as a case study to describe some challenges associated with the development of smart city mega-projects and to analyze the implications for librarians and information professionals. The underlying questions are, first, why is the MSC important to Malaysia's national development, and, second, what roles do librarians and information professionals play in the successful implementation of smart city projects? The need to increase information technology and information literacy skills is discussed, and the roles for librarians as end-user trainers and technology coordinators are highlighted. Contains 24 references, 19 endnotes, and 7 tables.) (MES)

ED 434 680   IR 057 524

Roitberg, Nurit
Library Leadership and Re-Engineering - An Israeli Experience.
PUB DATE- 98
NOTE- 6p.; In: The Challenge To Be Relevant in the 21st Century: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Pretoria, South Africa, June 1-5, 1998), Volume 18; see IR 057 503.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Access to Information; Administrative Change; *Centralization; Consortia; Cooperative Programs; Electronic Journals; *Electronic Libraries; Foreign Countries; Higher Education; Leadership; *Library Administration; *Library Automation; Library Cooperation; *Library Development; Library Role; Library Services; Organizational Change; World Wide Web
IDENTIFIERS- Technion Israel Institute of Technology

This paper discusses changes in information services at university libraries in Israel, focusing on the Technion - Israel Institute of Technology. Highlights include: combining the 20 departmental libraries at the Technion into one library system; efforts to build the status of the central library as the libraries' leader; the integrated library system and the role of the central library in automation and technical and enrollment management--that provide conceptual background for ESP and help to highlight the differences between manageable and unmanageable factors. Examples from case studies are presented throughout the book to illustrate the ESP model. Part 1, "Studying Enrollment," begins with ways to identify a community college's key enrollment trends, students' enrollment behavior, how factors within and outside the college's control affect enrollment, and what is and should be the college's market penetration. Part 2, "Forecasting, Simulating, and Planning," discusses how ESP can be useful in predicting how changes will have their intended effects, given that some important determinants of enrollments are outside the college's control. (This book contains 25 figures, 5 tables, 3 appendices, an index, and 30 references.) (VWC)

ED 434 700   JC 990 634

Allen, Sheila
Helping Students Make Connections to Textbooks.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the NISOD (Austin, Texas, May 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Reader Text Relationship; Reading; Reading Comprehension; Reading Habits; Reading Improvement; Reading Instruction; *Reading Processes; *Reading Skills; Reading Strategies; *Study Habits

The purpose of this article is to explain each of the three phases of reading textbooks and to provide strategies for aiding students to better understand and connect to their textbooks in each of these phases. Each of the three phases is named for its writing counterpart: planning, drafting, and evaluating. This article also states that three types of awareness are necessary for students to do well: task awareness, strategy awareness, and performance awareness. This presentation utilizes strategies taken from the author's textbook, "Making Connections: Reading and Understanding College Textbooks," which teaches students not only to read for facts and to pass a test but also to apply the facts to their own lives. The first phase in the reading process is the planning phase, which involves previewing and predicting, accessing prior knowledge, and creating a purpose. Phase two of the reading process is the drafting stage, where active reading, requiring metacognition, is the key to success. Finally, the third phase of the reading process is the responding or evaluating phase, in which students need to react and relate to what they have read, and thus are aware of what they know and what they still need to know. (VWC)

ED 434 701   JC 990 635

Moeller, M. Valeriana; Snider, R. Michael; Owen, Polly
Can a College Structure Enhance Learning?
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual 1999 International Conference of The Chair Academy (8th, Long Beach, California, March 3-6, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Financial Aid

The 1991 National Household Education Survey adult education component, a household-based data collection, provided estimates of adult education participation. About 32 percent of adults participated in adult education during the prior 12 months to the 1991 survey. Adults 25-54 years old, persons with a bachelor's degree or higher, and employed persons tended to participate at a higher rate. More than one-half were female; most were white. Nearly 60 percent of course taking was to improve or advance in a current job--a pattern more evident for males than females. Almost 65 percent of course taking by employed persons was to improve or advance in current jobs; 58.9 percent by those not in the labor force was for personal or social reasons; and 82 percent by unemployed persons was a requirement for a degree or diploma, training for a new job, and job improvement or advancement. Men were more likely to take courses provided by business and industry, women to take courses provided by four- or two-year colleges. Labor unions and professional associations were among the larger providers to persons working in management and professional fields. Common sources of financial support were the business community or participants. Over 60 percent of all course taking had some type of employer involvement. Nonparticipants were less likely to report barriers to participation. Work schedules, meeting times, costs, and family responsibilities were among the barriers identified. (Technical notes are appended.) (YLB)

ED 434 202 CE 078 833

Packer, Arnold
Arts and Earning a Living.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art Education; Competency Based Education; Critical Thinking; Decision Making; *Education Work Relationship; *Educational Benefits; *Educational Needs; *Educational Objectives; Fine Arts; High Schools; Integrated Curriculum; Needs Assessment; Relevance (Education); Skill Development; Thinking Skills; *Vocational Education
IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills

The arts deserve a place in education, provided they are properly taught. Humans need art to make their world sensible, find patterns in their experiences, and gain insights into the future. Art, like life, rewards those who grasp new patterns and act on their interpretation of reality. A good education imparts the ability to recognize patterns and act on the resulting information. Economic change and increasing economic pressures are threatening the funding of many arts education programs. Arts educators must, therefore, change their approach to arts education and learn to marry the arts and relevant workplace know-how. If they are properly taught, knowledge of the arts can help equip all students with the know-how needed in the 21st century workplace. This help can come in at least three interrelated forms: (1) experiences in the arts that teach skills that can be transferred to the workplace; (2) knowledge of the arts that enhances effective communication; and (3) an "artful" approach to problem solving. The process of integrating important workplace skills into arts education is evident in the list of workplace competencies identified by the Secretary's Commission on Achieving Necessary Skills that were

*Endangered Species; *Entrepreneurship; Environmental Education; Free Enterprise System; Natural Resources; *Tourism; *Wildlife Management

Ecopreneurs are entrepreneurs whose business efforts are not only driven by profit, but also by a concern for the environment. Ecopreneurship, also known as environmental entrepreneurship and eco-capitalism, is becoming more widespread as a new market-based approach to identifying opportunities for improving environmental quality and capitalizing upon them in the private sector for profit. It is defined as entrepreneurs using business tools to preserve open space, develop wildlife habitat, save endangered species, and improve environmental quality. Most ecopreneurial endeavors begin at the local level, addressing a community environmental problem or need. An example is the Theodore Roosevelt Memorial Ranch, which has a mission to foster peaceful and productive coexistence between wildlife and ranching. Another example is a Chamber of Commerce that has set up an operation to clean for free the paddlefish local fishermen catch in the Yellowstone River in return for the paddlefish eggs the fishermen had usually discarded and left to rot. Half of the proceeds from sale of the caviar go to fund community projects and half go to the state for paddlefish research and management. Examples of ecopreneurial tourism are the Fossil Rim Wildlife Center outside of Dallas, a for-profit corporation that provides a sanctuary for endangered animals that serve as the main attraction to tourists, and state parks that provide rental services and mail-order catalogs of novelty items. (Web sites for related organizations are summarized.) (YLB)

ED 434 221 CE 079 173

Clark, Don
Putting ISO 9000 Standards and Baldrige Quality Criteria To Work Now in Public Education.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; Accountability; Educational Administration; Educational Change; *Educational Improvement; Elementary Secondary Education; Evaluation; Industry; Management Systems; *Public Education; *Quality Control; *School Business Relationship; Secondary Education; Vocational Education
IDENTIFIERS- *ISO 9000; *Malcolm Baldrige National Quality Award

The National Association for Industry-Education Cooperation (NAIEC) creates an approach for school system improvement that combines the necessary standards for achieving mileposts of the Baldrige Quality Criteria and the International Organization of Standardization (ISO) 9000 Standards for Education. Together, the Baldrige Criteria and ISO Standards meet the requirements for developing a high-performance educational system that successfully delivers students who have mastered state-mandated curriculum and student work standards. ISO 9000/Baldrige Criteria provides public education with a quality management system that achieves measurable quality and continuous improvement. A school system that undertakes ISO compliance gains many operational benefits plus improved efficiency and effectiveness through a bottoms-up planning and organizing system. With ISO/Baldrige, schools now have a single, cogent, understandable, and workable methodology to apprise them of questions; and (6) statements of support from organizations involved in school-to-work initiatives. (KC)

ED 434 239 CE 079 240

Kliebard, Herbert M.
Schooled to Work. Vocationalism and the American Curriculum, 1876-1946. Reflective History Series.
PUB DATE- 99
NOTE- 291p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Education Work Relationship; Educational Attitudes; Educational Change; *Educational History; Educational Objectives; *Educational Philosophy; Educational Practices; Job Training; Labor Needs; Outcomes of Education; Secondary Education; Values; *Vocational Education
IDENTIFIERS- *Milwaukee Public Schools WI; *Vocationalism

This book traces the evolution of job training as an educational ideal, beginning with the drive to install manual training in American schools and proceeding to vocational education and to vocationalization, which includes vocational education but also incorporates the idea that the curriculum as a whole, not just a part of it, exists for the purpose of preparing students to get and hold jobs. References and examples for some of the eight chapters of the book are drawn from the records and histories of the Milwaukee, Wisconsin, public school system. Titles of the eight chapters are as follows: (1) "'Young Vulcans, Bare-Armed, Leather-Aproned . . . Honest Sweat': Manual Training and the American Work Ethic, 1876-1905"; (2) "Fitting Youth 'For Their Life-Work': From Manual Training to Vocational Training, 1895-1912"; (3) "'A Colossal Advantage': Manual Training in Milwaukee, 1883-1906" (co-authored by Carol Judy Kean); (4) "Let the 'Goose' Waddle and the 'Eagle' Soar: Vocational Training in Milwaukee, 1907-1917" (co-authored by Carol Judy Kean); (5) "A Curriculum Attuned to 'Probable Future Needs': Vocationalism as an Educational Ideal, 1908-1919"; (6) "Adjusting the Individual to a 'Particular Form of Society': Vocationalism Ascendant in a Business Culture, 1920-1929"; (7) "The New Deal Launches 'A Great National Youth Movement': Vocationalists under Siege, 1929-1946"; and (8) "'The Dominant Vocation of All Human Beings': The Successes and Failures of Vocationalism." The book contains 287 references. (KC)

ED 434 240 CE 079 244

Bergman, Terri
Targeting Education: The Connecticut Adult Basic Skills Survey. Executive Summary.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Adult Education and Training.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Adult Basic Education; *Adult Educators; Adult Students; Basic Skills; *Competence; *Daily Living Skills; Educational Objectives; Employers; *Job Skills; *Needs Assessment; Outcomes of Education; Public Agencies; Relevance (Education); School Business Relationship; School Community Relationship; State Surveys; Teacher Attitudes
IDENTIFIERS- *Connecticut

ED 434 258   CE 079 295

Hager, Paul
Learning in the Workplace. Review of Research.
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Adult Literacy; *Certification; Competence; Conventional Instruction; Cost Effectiveness; Credits; *Education Work Relationship; Educational Environment; Educational Policy; *Educational Quality; Educational Research; Educational Trends; Employer Employee Relationship; Employment Qualifications; Evaluation Methods; Foreign Countries; Informal Education; Instructional Materials; Integrated Curriculum; Job Skills; Learning Activities; *Learning Processes; Literacy Education; Literature Reviews; *On the Job Training; Outcomes of Education; Personnel Evaluation; Recordkeeping; Research Needs; Skill Development; Transfer of Training; Trend Analysis; *Vocational Education
IDENTIFIERS- *Australia

Research on changes and issues in workplace learning in Australia over the past 6 years was reviewed. Special attention was paid to four topics: importance of learning in the workplace; nature of workplace learning; factors affecting the quality of workplace learning; and recognition of workplace learning. Selected findings were as follows: (1) simple notions of transfer of skills learned in the workplace are dubious; (2) although some learning in the workplace is highly contextualized and enterprise specific, other examples are more generic; (3) measuring the outcomes of training and quantifying its costs and benefits are possible but complex; (4) the best kinds of workplace learning involve appropriate links between formal training and informal workplace learning; (5) good research on learning in the workplace must take proper account of the diversity of variables in the workplace environment/culture; and (6) language, numeracy, and literacy are capable of being addressed in a holistic way along with other changes as workplace reform is implemented. Areas identified as requiring additional research included the following: training outcomes; training costs and benefits; application of cognitive theory to training activity design; and roles of language, numeracy, and literacy in workplace learning and change. (Contains 50 references.) (MN)

ED 434 259   CE 079 296

Barnett, Kate
Public and Private Training Provision. Review of Research.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; Change Strategies; Competency Based Education; Competition; *Delivery Systems; Educational Assessment; Educational Equity (Finance); Educational Finance; Equal Education; Financial Support; Foreign Countries; *Free Enterprise System; *Job Training; Literature Reviews; Marketing; National Programs; Outcomes of Education; Postsecondary Education; *Private Education; Program Costs; *Public Education; Technical Institutes; Training Methods; *Vocational Education

are and are not considered student records, who has rights to student records, when student records may be disclosed to others, what rights parents and students have to review records, what rights parents and students have to challenge the content of student records, what limitations the FERPA imposes on the retention of student records, what schools tell parents and students about their rights, and how the FERPA applies to student records maintained by state education agencies. Samples of the following FERPA forms are included: Request to Review an Education Record, Consent Form to Parent/Student Request to Review an Education Record, Consent Form to Permit Accompanying Person to Review an Education Record, Request to Amend an Education Record, Notification of Approval/Disapproval of Request for an Amendment, Notice of Hearing on Request for an Amendment to Education Records, Model Notification of Rights for Elementary and Secondary Institutions, and Model Notification of Rights for Postsecondary Institutions. Also included are the texts of the Family Educational Rights and Privacy Act, the Proposed Protection of Pupil Rights Amendment, and the Individuals with Disabilities Education Act Regulations on Student Records. (Author/MKA)

ED 434 277 CG 029 235

Effective Advocacy and Communication with Legislators.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advocacy; Change Strategies; *Communication Skills; *Legislators; Lobbying; Public Policy; Publicity
IDENTIFIERS- *American Counseling Association

This pamphlet attempts to make communicating with legislators easy. Each section includes a brief paragraph and several bullet points that present techniques or advice for simplifying communication. It begins with "Rules for Effective Advocacy," which presents a core set of basic advocacy principles, followed by "What Makes Politicians Tick?" and "Basic Ways To Communicate." "Personal Visits" includes tips for planning a meeting with an elected official, conducting a meeting with a policymaker, and suggestions for following up. "Writing Letters" provides letter-writing tips and ideas for writing to legislators, and shows how to address letters. "Using the Telephone" presents tips on phone communication, including how to find the phone number. Western Union's two options for telegrams are presented. How to communicate by e-mail, including how to find the correct address, is covered. "Testifying before a Legislative Committee" provides suggestions for doing homework, preparing remarks and written testimony, and testifying. "Building Rapport with Legislators" suggests ways to increase effectiveness as an advocate. This material is not specific to counseling, and could be used by schools or anyone with a cause to promote. (EMK)

ED 434 278 CG 029 426

Riddle, Dorothy I.; Hiebert, Bryan
Demonstrating Value. A Career Development Services Evaluation Workbook.
PUB DATE- 95

probable cause data indicates that students' lack of knowledge of the use of social skills is linked to changes in societal behaviors, changes in the family structure, and the lack of a caring adult to model appropriate behaviors. Reviews of the curriculum at the targeted school revealed that social skills were being addressed in an Advisory Program, but were not being transformed to other areas of the school. A review of the solution strategies suggested by educational professionals and an analysis of the targeted junior high school setting resulted in the following intervention: directly teaching targeted social skills as part of the curriculum, allowing students time to reflect on the use of social skills through the use of journaling techniques, teacher modeling of the targeted social skills, and student practice of the targeted social skills during academically challenging group assignments. Results of the intervention support the researchers' hypothesis that such intervention increases the use of the targeted skills in the classroom setting. It is noted that the students understood and used the targeted social skills in the classroom; they did not transfer their use to unstructured situations in the building. Appendix A is Parent Letter; Appendix B is Student Survey (Pre- and Post-); Appendix C is Social Skills Rubric; Appendix D is Social Skills Observation Sheet; Appendix E is Rubric Comparison Chart; Appendix F is T-Chart; and Appendix G is Journal Entry Checklist. (Contains 6 tables and 51 references.) (Author/MKA)

ED 434 298 CG 029 507

Credit, Alison; Garcia, Mary
A Study of Relaxation Techniques and Coping Skills with
  Moderately to Highly Stressed Middle and High School Students.
PUB DATE- 99
NOTE- 72p.; Master's Action Research Project, Saint Xavier
  University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test,
  Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Community; *Coping; *High
  School Students; High Schools; Intervention; *Middle School
  Students; Middle Schools; Newsletters; Objectives; Problem
  Solving; *Relaxation Training; Role Playing; *Stress
  Management; *Stress Variables; Student Journals; Suburban
  Schools; Teachers; Time Management; Worksheets

This report describes a program for heightening awareness of stress and reducing stress levels while improving learning. The targeted population comprised seventh and ninth grade students in middle schools and high schools located in affluent suburban communities of a large Midwest city. The problem of moderate to high levels of stress was documented with teacher and student surveys, a stress level inventory, stress logs, and anecdotal records. Analysis of probable cause indicates a high level of stress among middle and high school students. This high level adversely affects various situations, including academic and social. Review of the research indicates that students are not introduced to coping skills in the school setting. A review of the solution strategies suggested by other researchers, combined with an analysis of the problem setting, resulted in the development of parent newsletters, teacher-led relaxation exercises, and implementation of a time and stress management program. The program includes lessons in role playing and problem solving, worksheets, and stress logs. Postintervention data indicates that students internalize coping techniques for schoolwide planning teams. Final pages of the guide include sample schoolwide plans and several models of Reading Recovery implementation. (NKA)

ED 434 320 CS 013 712

Askew, Billie J.; Fountas, Irene C.; Lyons, Carol A.; Pinnell, Gay Su; Schmitt, Maribeth C.
Reading Recovery Review: Understandings Outcomes & Implications.
PUB DATE- 98
NOTE- 66p.; For a summary of the Reading Recovery Program from 1984-1998, see CS 013 710.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Early Intervention; Instructional Effectiveness; *Literacy; Primary Education; Program Descriptions; Program Effectiveness; *Remedial Reading; Student Needs
IDENTIFIERS- *Reading Recovery Projects

During the growth of Reading Recovery in the United States, a growing body of research has accumulated. This publication seeks to clarify for teachers, administrators, parents, and policy makers the many facets and characteristics of this early intervention program in literacy. The first section, "A Review of Reading Recovery," presents a brief description of the program, and provides explanations of program goals, teacher training and ongoing development, the research basis for the program, data collection and reporting procedures, the two positive outcomes of the intervention, and the importance of well-planned implementation. The second section, "Responses to Some Common Misconceptions," addresses 6 issues that are frequently misunderstood or misinterpreted. The third section, "Review of Research and Evaluation Related to Reading Recovery," presents both internal and independent studies that have reviewed or have investigated the program with regard to effectiveness and subsequent gains. The fourth section reviews and responds to program challenges that have appeared in both academic and general publications, while the fifth section invites stakeholders to collaborate on a shared goal--to work together to provide literacy opportunities for all children. (Contains 90 notes and approximately 150 references). (NKA)

ED 434 321 CS 013 715

Murray, Dorothy Speicher
Chronicles of a Word-Watcher at Work.
PUB DATE- 99
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Literacy; Adult Reading Programs; *Correctional Education; *Language Role; Mothers; *Prisoners; *Student Needs; Volunteers; Welfare Recipients
IDENTIFIERS- Pennsylvania; *Volunteer Teaching

This collection of selected reminiscences of a volunteer teacher in the Pennsylvania prison system recounts her experiences teaching illiterate and near-illiterate prisoners (and others) how to read. The collection describes several different individuals (in and out of prison), their diverse reactions to reading, and their understanding and use of language. The first part of the collection focuses on prisoners, while the second part discusses Vietnamese refugees learning to read English and

IDENTIFIERS- Authorship; *Composition Literature Relationship; Composition Theory; Cultural Studies; Text Factors

This paper is conceived as an extended reflection on what has passed for a materialist epistemology--which may be one way to understand cultural work--in English Studies. Rather than providing any final answers to the questions of what the praxis says about the theory, the paper first examines the origin of the humanistic literary text and then examines one of composition's responses to that origin. Finally, it suggests some questions that might govern composition's future in the next millennium. (Contains 11 references.) (NKA)

ED 434 344 CS 216 900

Wadham, Tim; Wadham, Rachel L.
Bringing Fantasy Alive for Children and Young Adults. Professional Growth Series.
PUB DATE- 99
NOTE- 201p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; *Childrens Literature; Classroom Techniques; Elementary Secondary Education; *Fantasy; Literature Appreciation; Picture Books; Reading Material Selection
IDENTIFIERS- Trade Books

Suggesting that the general bias among librarians against fantasy literature can be overcome, this book hopes to convey the magic found in fantasy literature to children and adolescents through their teachers and librarians. It provides some basic definitions of fantasy; presents commentary on issues that have caused some to find fantasy objectionable; discusses ways fantasy uses the basic elements of literature; presents practical applications for using fantasy in the classroom; and presents ready-to-use booktalks and program and display ideas. Chapters in the book are (1) Introducing Fantasy; (2) Appreciating Fantasy; (3) Discovering Fantasy; (4) Connecting Fantasy; and (5) Programming Fantasy. An appendix contains information on 23 Internet sites, brief biographies of 16 authors, and an annotated list of 68 picture books and approximately 500 chapter books. (RS)

ED 434 345 CS 216 901

Ostrowski, Steven
Vocational School English Teacher Engages Students in High Levels of Reading and Writing: The Case of Janas Masztal. Case Study Number 12006.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Classroom Environment; Classroom Research; *Classroom Techniques; *English Teachers; Faculty Development; High Schools; Vocational High Schools
IDENTIFIERS- *Exemplary Teachers; Miami Dade County Public Schools FL; Teaching Research

How can teamwork be implemented effectively in university-level advertising classrooms? This paper reviews literature on the nature, structure, and function of teams and processes for managing teamwork. Based on this literature, an innovative approach to contract teamwork is introduced for use in an entry-level graduate course on integrated marketing communication. The paper provides information on implementation and evaluation of that approach with suggestions for improving and expanding contract teamwork in advertising classrooms. (Contains 24 references and 4 tables of data; an appendix contains excerpts of the course syllabus.) (Author/RS)

ED 434 366   CS 510 119

Fall, Lisa T.
A National Study of a Three-Weekend Accelerated Class Format within the Public Relations Curriculum.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, LA, August 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acceleration (Education); *Adults; Course Descriptions; *Course Organization; Graduate Students; Higher Education; Instructional Effectiveness; *Public Relations; *Student Attitudes

An exploratory study examined the effectiveness of a Public Relations Management course offered over a 6-month period in a 3-weekend accelerated curriculum format. The theoretical framework from which the study was designed is derived from Malcolm Knowles' andragogy theory of adult learning. The study investigated how students in the class (graduate students enrolled in a mid-western university) rated its effectiveness in relation to the assumptions of the andragogy theory; how students rated its effectiveness in relation to academic performance; and how students rated its format effectiveness. Results indicated: (1) the majority of students who had taken a class in the three-weekend format at least four times were happy with the overall content; (2) students in the 30-39 year-old category viewed the three-weekend format more positively than did the older and younger students; and (3) there was a strong positive significant relationship between gender and academic performance, format, and class content with regard to the three-weekend curriculum format. (Contains 9 references; appendixes contain 14 tables and scale statements.) (RS)

ED 434 367   CS 510 120

Somerville, Richard
"Professors of Foresight": Finding a Place for the Future in Journalism Curricula.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, LA, August 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; *Curriculum Development;

Evaluation Service.
PUB DATE- 99
NOTE- 74p.; Paper presented at the Annual Meeting of the American Education Finance Association (Seattle, WA, March 17-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Educational Improvement; Elementary Secondary Education; *Evaluation Criteria; Performance; State Aid; *State Regulation; State School District Relationship
IDENTIFIERS- Title I Program Analysis and Monitoring

This report addresses the relationship between the school accountability measures required for Title I schools and those put in place by state and local jurisdictions. The document's main focus is on the degree of coherence and compatibility among the multiple accountability systems, as well as the level and coordination of support provided to schools in need of improvement. The report analyzes two state-administered systems (Kentucky and Maryland), two locally developed systems (San Francisco and Chicago), and one large urban district responding to the state-based accountability requirements (New York City). Five major findings regarding the identification and support of low-performing schools in these jurisdictions emerged: (1) most low-performing schools identified by state or local accountability systems are Title I schools; (2) considerable overlap exists between the schools identified for improvement under Title I and those identified in the jurisdictional systems; (3) where there is no overlap, the discrepancy stems primarily from differences in the criteria used for identification; (4) the lack of specified consequences for Title I schools that fail to improve contributes to a relatively low saliency for Title accountability in these jurisdictions; and (5) support provided to low-performing schools (identified by either Title I or jurisdictional accountability systems) varies substantially from jurisdiction to jurisdiction. (Author)

ED 434 389 EA 030 050

Horn, Jerry; Miron, Gary
Evaluation of the Michigan Public School Academy Initiative: Final Report and Executive Summary.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing.
PUB DATE- 99
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Charter Schools; *Educational Assessment; Educational Change; Elementary Secondary Education; Privatization; Profiles; *Summative Evaluation
IDENTIFIERS- *Michigan

This is the final report of a one-year evaluation of the Michigan Public School Academy (PSA) initiative. The evaluation involved both formative and summative evaluations and used both qualitative and quantitative methods. The study was conducted between October 1997 and December 1998. Data-collection methods included a charter-school survey and a school-climate survey administered to PSA staff, students, and parents; interviews with representatives of all stakeholder groups; demographic data, financial data, and test scores; and documents, literature, school portfolios, and student work samples. Findings show that the number of PSAs operating in the state rose from 38 in 1995-96 to 137 in the 1998-99 school year. PSAs district. Some challenges to technology integration in the high school, such as the lack of resources, the time needed to train teachers, and the need for technical support are also covered. The principal's role in technology and his or her oversight of funding, technical support, the technology plan, and assessment are outlined. (Contains 12 references.) (RJM)

ED 434 409   EA 030 073

Gainey, Donald D.; Webb, L. Dean
The Education Leader's Role in Change: How To Proceed. Breaking Ranks: Making It Happen.
PUB DATE- 98
NOTE- 22p.; For others in the series, see EA 030 072, EA 030 075, and EA 030 077.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Educational Change; Educational Environment; *High Schools; *Instructional Leadership; Principals; Secondary Education; *Strategic Planning

This booklet is part of a series that was designed to serve as a resource for high school leaders. The volume focuses on the education leader's role in change and contains practical strategies, procedures, and ideas to enable school leaders to plan and implement programs that will help students. It highlights the findings in the National Association of Secondary School Principals' publication, "Breaking Ranks: Changing an American Institution." The booklet describes the Breaking Ranks program, which emphasizes the belief that students can learn better in a personalized learning environment, and it details strategies for achieving this goal. Intended as a how-to manual, the volume outlines the 10 steps for implementing change: (1) defining the purpose, future, and vision of the school; (2) establishing the action planning team; (3) identifying the problem or opportunity; (4) collecting data; (5) defining the rules, roles, relationships, and responsibilities of stakeholders; (6) reviewing the research; (7) developing the action plan; (8) assessing the conditions for change; (9) operationalizing the action plan; and (10) reporting the results. Each step features a series of questions to help leaders formulate each step of the program. The plan encourages principals to focus their efforts on severing the subservient dependence that students feel toward school officials, teachers, and the various stakeholder groups. (Contains 16 references.) (RJM)

ED 434 410   EA 030 074

Painter, Bryan; Valentine, Jerry
Engaging Teachers in the School Improvement Process. Turning Points: Recommendations into Action.
PUB DATE- 99
NOTE- 19p.; For others in the series, see EA 030 076 and EA 030 078.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

behavior, senses and movement, self-stimulation and self-injury, and neurobehavioral state. Four psychometric factors underlie the 55 items and are arranged into four subtests: detached, hyper-sensitive/active, underreactive, and dysregulated. Chapters of the manual provide an overview of TABS, outline a rationale and research basis for the scale, provide instructions for using TBS, discuss reliability and validity, and offer interventions for many of the behaviors identified with TABS. The appendix includes a list of agencies and organizations contributing to the TABS sample as well as a conversion table used in scoring the assessment tool. A test is attached. (Contains 90 references.) (CR)

ED 434 429 EC 307 427

Guidelines for the Roles and Responsibilities of the School-Based Speech-Language Pathologist.
PUB DATE- 99
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Delivery Systems; Elementary Secondary Education; Eligibility; Federal Legislation; Individualized Education Programs; *Integrated Services; Intervention; Job Analysis; *Language Impairments; Models; *Occupational Information; *Speech Impairments; *Speech Language Pathology; *Staff Role; Student Evaluation; Supervision; Teamwork

These guidelines are an official statement of the American Speech-Language-Hearing Association (ASHA) that address the official roles and responsibilities of school-based speech-language pathologists. Chapter 1 outlines the guiding principles that underlie the development of the document, provides federal and global definitions of speech-language pathology, and discusses federal statutes relating to the education of students with disabilities. A current model for providing speech and language services is presented. Chapter 2 describes specific roles and responsibilities of school-based speech-language pathologists. Core roles are listed and include: prevention, identification, assessment, evaluation, eligibility determination, Individualized Education Program (IEP) development, caseload management, intervention, counseling, re-evaluation, transition, dismissal (for students with language, articulation, phonology, fluency, voice/resonance, or swallowing disorders), supervision, and documentation and accountability. The responsibilities of the speech-language pathologist in each of these roles are described. The components of the IEP, service delivery options, and methods for effective intervention are also explained. Chapter 3 describes additional roles and opportunities for school-based speech-language pathologists, including community and professional partnerships, professional leadership opportunities, and advocacy. The final chapter summarizes the current and evolving roles of the speech-language pathologist. (Contains 165 references, an 82-item bibliography, and 13 tables.) (CR)

ED 434 430 EC 307 428

Taylor, Matthew J.
Family Support and Resources in Families Having Children with

education practitioners (including 24 school psychologists) and 280 elementary classroom teachers on the identification of students with reading disabilities. Practitioners were asked to rate five empirically valid and five clinical-traditional non-valid student traits for their significance as predictors of reading disability and, if judged to be a separable condition, dyslexia. Among the first group, nearly half chose to make this classification distinction; and for the teacher group, this percentage was even greater (80 percent). Analysis of raters' trait "correctness" scores did reveal a relatively higher degree of trait validity awareness for the prediction of reading disability versus dyslexia. In general, however, these scores were not impressively higher, nor did they vary with respect to grade level taught or years of practitioner experience. Results of the survey, which are interpreted to indicate the continuing, pervasive influence of clinical tradition and folk belief about the nature of reading problems, have important implications for referral allocation, Program eligibility, and Program goal setting. The survey is attached. (Contains 10 references.) (Author/CR)

ED 434 449 EC 307 447

Clark, Jim; Knau, Suana Wessendorf
Definitions and Essential Elements: Student Discipline Provisions of the Individuals with Disabilities Education Act of 1997.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Behavior Problems; *Compliance (Legal); *Definitions; *Disabilities; *Discipline; *Due Process; Educational Legislation; Elementary Secondary Education; Federal Legislation; Individualized Education Programs; Intervention; Student Evaluation; Student Rights
IDENTIFIERS- Amendments; *Functional Behavioral Assessment; Individuals with Disabilities Educ Act Amend 1997

This paper identifies essential elements and definitions (under the 1997 Individuals with Disabilities Education Act Amendments) concerning procedural safeguard requirements when the behavior of a student requiring special education services prompts disciplinary action. These procedural safeguards include the requirement that Individualized Education Program (IEP) teams conduct functional behavioral assessments and develop behavioral intervention plans for students in certain disciplinary circumstances. In addition, IEP teams must conduct "manifestation determinations" and design interim alternative educational settings for such students. Individual sections of the paper summarize elements and definitions (including references to specific sections of the law) concerning the following areas: (1) elements of functional behavioral assessment; (2) elements of behavioral intervention plans; (3) elements of an alternative educational setting; and (4) elements of manifestation determination. (DB)

ED 434 450 EC 307 448

Their Future...Our Guidance. Iowa IEP Guidebook.
PUB DATE- 98
NOTE- 402p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

numbers of severe and/or high cost students. Supplemental funding allowances were calculated for some SELPAs based on their severity service multiplier in relation to the state average, their overall average daily attendance funded rate, their total average daily attendance count, and other factors. Based on this analysis, it is estimated that the cost of fully implementing the severity service multiplier in the first year would be approximately $57 million. This cost estimate would represent supplemental state special education funding in the first year of about 1.5 percent. (Contains 18 references and 22 appendixes of research data.) (CR)

ED 434 469 EC 307 467

McCarney, Stephen B.
Adaptive Behavior Evaluation Scale: School Version Technical Manual. Revised.
PUB DATE- 95
NOTE- 76p.; Cover title varies.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adaptive Behavior (of Disabled); *Behavior Rating Scales; *Daily Living Skills; Elementary Secondary Education; Evaluation Methods; *Independent Living; Interpersonal Competence; *Learning Disabilities; Leisure Time; Measures (Individuals); *Mental Retardation; Self Care Skills; Work Environment

This test manual provides information on the Adaptive Behavior Education Scale-Revised (ABES-R), a 25-minute behavior scale designed to evaluate adaptive skills in students with behavioral, learning, and intellectual disabilities, including educationally relevant behavior which may be identified as contributing to more appropriate diagnosis, placement, and programming. The 104 items included in the ABES-R are clustered into the following 10 subscales: (1) communication; (2) self-care; (3) home living; (4) social skills; (5) community use; (6) self-direction, including skills related to making choices, learning and following a schedule, and completing necessary or required tasks; (7) health and safety; (8) functional academics; (9) leisure; and (10) work. Participants are rated on a 0-5 scale on the extent to which they engage in the behavior. The manual provides the rationale and an overview of the components of the ABES-R, information on the test's reliability and validity, administration of the test and scoring, and interpretation of results of the scale using the test manual. Appendices include information on the conversion of raw scores to subscale standard score and conversion of sum of subscale standard scores to quotient and percentile scores. (Contains 50 references.) (CR)

ED 434 470 EC 307 468

McCarney, Stephen B.
Adaptive Behavior Evaluation Scale: Home Version Technical Manual. Revised.
PUB DATE- 95
NOTE- 69p.; Cover title varies.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Guidelines; Humidity; *Public Schools; *School Construction
IDENTIFIERS- *Indoor Air Quality

This manual addresses the errors that occur during new construction that subsequently contribute to indoor air quality (IAQ) problems in newly constructed buildings in hot and humid climates, and offers guidelines for preventing them during the design and construction phases. It defines the roles and responsibilities of the design team, the contractor, and the building owner, and explains the integration of IAQ-related technology into the process of designing and constructing a building. The manual also examines the key issues surrounding IAQ problems in hot and humid climates followed by decision making considerations concerning moisture and mildew control that arise during each phase of the design and construction phases. Finally addressed are the moisture control considerations that should be evaluated in the post-construction startup and system commissioning phase as well as suggestions on commission planning and tests. (Contains 14 references.) (GR)

ED 434 494 EF 005 549

Educational Specifications: Linking Design of School Facilities to Educational Program.
PUB DATE- 97
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Guidelines; Public Schools; *School Construction; School Districts
IDENTIFIERS- *California

The California Department of Education, directed to formalize regulations governing standards for new school design and construction, has prepared a guide to help school districts develop specifications based on the architectural principle that form follows function. This guide discusses the meaning of educational specifications and their development, delineates the role of these specifications in facility planning and the effects of a restructured curriculum on those specifications, and suggests a format for an educational specifications document. An annotated outline of an educational specifications document is also presented providing a more detailed picture of the complete format and the items to be included. Appendices contain short articles providing background information in such areas as the organization of a new school Master Plan; selection of an architect and site; public relations; school disaster preparedness planning; and facility activation, orientation, and postoccupancy evaluation. (GR)

ED 434 495 EF 005 587

Optimizing Value and Avoiding Problems in Building Schools.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

English pronunciation and phonetics. The teacher's handbook suggests techniques for classroom use of the reference. (MSE)

ED 434 517 FL 025 994

Fox, Barbara A., Ed.; Jurafsky, Dan, Ed.; Michaelis, Laura A., Ed.
Cognition and Function in Language.
PUB DATE- 99
NOTE- 301p.; Papers presented at the Conceptual Structure, Discourse and Language Conference (3rd, Boulder, CO, May 1997). Published by Center for the Study of Language and Information (CSLI), Stanford, CA.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adjectives; Bikol; Caregiver Speech; *Child Language; Contrastive Linguistics; Diachronic Linguistics; Discourse Analysis; Dutch; English; French; Grammar; Japanese; *Language Acquisition; *Language Patterns; *Language Research; *Linguistic Theory; Mandarin Chinese; Mayan Languages; Metaphors; Nouns; Philosophy; Rhetoric; Second Language Learning; Semantics; Syntax; Tone Languages; *Uncommonly Taught Languages; Verbs; Vocabulary Development
IDENTIFIERS- Repairs (Language)

Selected papers include: "From Core to Periphery: A Study on the Directionality of Syntactic Change in Japanese" (Kaoru Horie); "On the Extension of Body-Part Nouns to Object-Part Nouns and Spatial Adpositions" (Yo Matsumoto); "Noun Classes: Language Change and Learning" (Maria Polinsky, Dan Jackson); "Multifunctionality: The Developmental Path of the Quotative 'tte' in Japanese" (Ryoko Suzuki); "Suppletion in the Paradigms of Copula Verbs" (Ljuba Veselinova); "Learning the English Passive Construction" (Patricia J. Brooks, Michael Tomasello); "Verb Roots and Caregiver Speech in Early Tzotzil (Mayan) Acquisition" (Lourdes de Leon); "Cue Coordination: An Alternative to Word Meaning Biases" (Virginia C. Mueller Gathercole, Enlli Mon Thomas, Soohee Kim); "A Cross-Linguistic Study of Early Acquisition of Nouns and Verbs in English and Japanese" (Chikako Sakurai); "Fake Guns and Stone Lions: Conceptual Blending and Privative Adjectives" (Seana Coulson, Gilles Fauconnier); "The System of Metaphors for Mind and the Conceptual System of Analytic Philosophy: A Study of the Metaphorical Constraints on Philosophical Discourse" (George Lakoff); "Lexical Meaning and Discourse Patterning: The Three Mandarin Cases of 'build'" (Meichun Liu); "Fuzzy at First Sight: The Case of Two Dutch Prepositions" (Dominiek Sandra, Hubert Cuyckens); "The Semantics of 'Place,' 'Time,' and 'Way' and Their Strange Syntactic Behavior: Construction Grammar Analysis" (Christopher Johnson); "On a tue le president! The Nature of Passives and Ultra-Indefinites" (Jean-Pierre Koenig); "The Syntactic Organization of Repair in Bikol" (Steven Fincke); and "Tone-Choice Repair in Conversational Mandarin Chinese" (Liang Tao, Barbara A. Fox, Jule Gomez de Garcia). (MSE)

ED 434 518 FL 025 995

Lemberger, Nancy
Bilingual Education: Teachers' Narratives.
PUB DATE- 97
NOTE- 215p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports -

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Communication Skills; *Communicative Competence (Languages); *English (Second Language); *Games; Grammar; Guessing (Tests); *Interpersonal Communication; Interviews; Language Fluency; Pronunciation Instruction; Reading Instruction; *Second Language Instruction; Skill Development; Story Telling; Vocabulary Development; Writing Instruction
IDENTIFIERS- Questions

This guide describes 94 classroom games designed to teach communicative skills in English as a second language, allowing students to use communication strategies in English in realistic situations similar to those in which they would use their native language. An introductory section outlines the rationale for the use of games in communicative second language learning, the method used for selecting the tasks and activities presented, and the goals of communicative activities. Subsequent sections detail activities in five categories: learning communication strategies (asking questions, negotiating, pronunciation); learning content material (guessing words in context, developing reading skills, cultivating writing skills, establishing speaking skills); learning from one another (enriching vocabulary and productive vocabulary use, imparting and seeking factual information, confirmation and clarification, expressing emotional attitudes); developing skills in discourse (conducting interviews and conversations, collaborative storytelling in spoken and written forms, grammar in discourse); and developing fluency (review and revision, developing fluency with known vocabulary, capitalizing on content, sharpening speaking skills, working with writing). Information provided about each activity includes targeted class levels, instructional aims, class time, preparation time, materials needed, procedures, caveats and options, references and further reading, and the teacher-contributor. (MSE)

ED 434 538 FL 801 323

Wignell, Peter, Ed.
Double Power: English Literacy and Indigenous Education.
PUB DATE- 99
NOTE- 140p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; *Adult Literacy; Bilingual Education; *Bilingualism; Case Studies; Educational Strategies; Elementary Secondary Education; *English (Second Language); Foreign Countries; Heritage Education; *Indigenous Populations; Language Research; *Literacy Education; Mining; Preschool Education; Vocational English (Second Language)
IDENTIFIERS- Australia

The collection of essays on the relationship between English literacy and indigenous education, particularly in the Australian context, includes: "Double Power" (Mandawuy Yunupingu); "History, Cultural Diversity & English Language Teaching" (Martin Nakata); "Scaffolding Reading and Writing for Indigenous Children in School" (David Rose, Brian Gray, Wendy Cowey); "Literacy Teaching and Learning in a Bilingual Classroom" (Colleen Bowman, Lily Pascoe, Trish Joy); "Rough Diamonds: A Case Study of Workplace Literacy & Training for Indigenous Workers in the Mining Industry" (Peter Wignell); and education use different definitions of the term for different purposes. The paper discusses the differences between simple tuition discounts, scholarship allowances, student tuition discounts, and gross and net tuition revenues, noting that these terms are used by different constituencies in different ways. It also reviews the effects of Financial Accounting Standards Board (FASB) Rule 116, Accounting for Contributions Received and Contributions Made, and FASB Rule 117, Financial Statements of Not-for-Profit Organizations, on the practice of tuition discounting. The report concludes that most of the confusion with respect to tuition discounting in higher education stems from the failure of different constituencies, namely administration, finance, and marketing, to recognize and have a clear grasp of the distinctions between their own and others' definitions. (Contains 16 references.) (MDM)

ED 434 559 HE 032 286

Supporting the Historically Black College & University Mission: The Sallie Mae HBCU Default Management Program.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Colleges; Blacks; *College Administration; *College Students; *Educational Finance; Federal Aid; Federal Programs; Financial Problems; Graduation; Higher Education; *Loan Default; Low Income Groups; Money Management; Partnerships in Education; Scholarships; School Business Relationship; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- African Americans; National Student Loan Clearinghouse

This study examined the characteristics of students attending historically black colleges and universities (HBCUs), focusing on 14 HBCUs with student loan default rates of 25 percent or more over the last 3 years, which are high enough to jeopardize their continued participation in federal financial aid programs. It was found that, in general, students from HBCUs come from low-income families, are highly dependent on financial aid, and educationally disadvantaged, and that most HBCUs have lower endowments, less funding for institutional scholarships, lower graduation rates, and limited technological resources compared to other colleges and universities. Of the 14 HBCUs surveyed, most lacked effective default management strategies and tools, as well as effective entrance and exit counseling in regard to student debt responsibilities. The study concluded that HBCUs could lower student loan default rates by developing default management teams that included campus leadership, hiring a default manager, increasing retention and graduation rates, involving faculty, increasing and repackaging institutional scholarships and fellowships, instituting consumer debt management courses, and joining the National Student Loan Clearinghouse. Other strategies suggested including partnerships with private industry, increases in federal Pell grant aid, increases in federal funds for retention and default prevention programs, and increased loan forgiveness incentives. (MDM)

ED 434 560 HE 032 287

Redd, Kenneth E.
The Use of Private Student Loans at High-Cost Postsecondary Education Institutions in Academic Year 1997-98.

Cooperative Education Symposium, "The Talent Search: Competing for a Highly Skilled & Diverse Workforce" (Cambridge, MA, June 1999). Computer diskette not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- rsity: A New Imperative?" (Alan Wagner); (15) "Higher Education in the Twenty-First Century: A Europe,Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Colleges; Community Colleges; *Cooperative Education; Cooperative Programs; Curriculum Development; *Education Work Relationship; Experiential Learning; Higher Education; *Integrated Learning Systems; Practicums; Program Descriptions; Relevance (Education); Universities; Work Experience; *Work Experience Programs
IDENTIFIERS- *National Commission for Cooperative Education

This report highlights the various strategies used to relate cooperative education (CE) work experience to students' academic programs by profiling 17 colleges and universities that are members of the National Commission for Cooperative Education's College Partner Program. Each profile includes a brief statement from the institution's president; describes the orientation procedures for students entering the CE program; notes how the institution recognizes participation in the CE program; describes integrated learning mechanisms used; and explains new or special procedures related to the operation of the CE program. Each profile also includes basic data on the program, such as contact information, total institutional enrollment, length of term for the CE experience, year CE program was established, description of program structure, CE enrollment, program fees, minimum and maximum number of CE terms possible, student selection criteria, number of CE employers, and earliest term students may participate in the program. A glossary of program characteristics is included. Additional information is provided on an accompanying computer diskette. (MDM)

ED 434 580 HE 032 358

Facilities Policies and Procedures Manual. South Carolina Commission on Higher Education. Division of Finance, Facilities, and Statistical Services.
PUB DATE- 98
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Facilities; *Educational Facilities Planning; *Facility Guidelines; *Facility Improvement; Higher Education; *Public Colleges; State Standards; *State Universities; Statewide Planning
IDENTIFIERS- *South Carolina

This manual outlines the policies and procedures related to the submission and review of facilities projects at South Carolina's public colleges and universities. It provides an overview of the South Carolina Commission on Higher Education's role and responsibilities and its general policy regarding permanent improvements to facilities. The report then provides definitions and policy requirements for permanent improvement programs, interim permanent improvement project approval, emergency requests, leases, acquisition of facilities by private foundations, routine repair and replacement issues, DESCRIPTORS- Educational Finance; Enrollment Trends; Fees; Graduate Study; *Higher Education; In State Students; Out of State Students; Paying for College; *Public Education; State Colleges; State Universities; *Student Costs; Tables (Data); Trend Analysis; *Tuition; Two Year Colleges; Undergraduate Study

IDENTIFIERS- *Western Interstate Commission for Higher Education

This document provides tuition and fee data for public institutions in the following member and affiliated states in the Western Interstate Commission for Higher Education (WICHE): Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. Data tables cover: average annual percent change in tuition and fees, 1988-89 to 1998-99; average tuition and fees and average tuition and fees in constant (1987) dollars, 1998-99, 1997-98, 1993-94, and 1988-89; current versus inflation only charges, 1998-99; resident undergraduate and graduate tuition and fees at four-year institutions, 1998-99, 1997-98, 1993-94, and 1988-89; nonresident undergraduate and graduate tuition and fees at four-year institutions, 1998-99, 1997-98, 1993-94, and 1988-89; resident in-district/county and out-of-district/county tuition and fees at two-year institutions, 1998-99, 1997-98, 1993-94, and 1988-89; nonresident tuition and fees at two-year institutions, 1998-99, 1997-98, 1993-94, and 1988-89; average tuition and fees at four-year institutions by Carnegie classification and state, 1998-99, 1997-98, 1993-94, and 1988-89; and resident and nonresident undergraduate and resident and nonresident graduate tuition and fees at four-year institutions by Carnegie classification and state, 1998-99, 1997-98, 1993-94, and 1988-89. Appendixes include the Carnegie classification of institutions of higher education, a list by state of the number of four- and two-year institutions, the procedure for converting current dollars to constant dollars, and the methodology. (CH)

ED 434 601 HE 032 379

Lee, Rebecca; Nishigaya, Linda

An Intercampus Learning Community: "The Fundamental Values of a Good Community."

PUB DATE- 99

NOTE- 24p.; Paper presented at the Annual National Conference on Creating the Quality School (8th, Memphis, TN, March 25-27, 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Articulation (Education); Communication Skills; Community Colleges; Cooperative Learning; *Cooperative Planning; Cooperative Programs; Coordination; Critical Thinking; Curriculum Design; Higher Education; Institutional Cooperation; Integrated Activities; *Intercollegiate Cooperation; *Interdisciplinary Approach; *Learning Experience; *School Community Relationship; Skill Development; Two Year Colleges; Universities

IDENTIFIERS- *Learning Communities; University of Hawaii Leeward Community College

This paper discusses the creation, implementation, and evaluation of a nine-credit experimental, inter-campus, interdisciplinary learning community course entitled, "The Fundamental Values of a Good Community," developed at the University of Hawaii, West Oahu (UHWO), and Leeward Community College (LCC), two institutions in the University of Hawaii system. The course income, cash, closely held stock, and life insurance policies. A second chapter defines terms used in the gift income report; terms are categorized by sources, donor purpose, and various report forms. Section 2 consists of management and activity reporting standards for fund-raising campaigns, also keyed to report forms. Chapters address: why organizations need campaign standards, campaign management standards, campaign reporting standards, and campaign report forms. Appendices provide more detail on reconciling fund-raising activity reports with the organization's financial statements; net present value calculations for deferred gifts; the Financial Accounting Standards Board Statements 116 and 117 (concerning contributions and financial statements of not-for-profit organizations); and the National Association of College and University Business Officers guide to distinguishing between contracts and contributions. (DB)

ED 434 620   HE 032 398

Davitt, James
Higher Education in the News: A Look into the Topics, Sources, and Views of the Print Media.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Content Analysis; *Higher Education; Mass Media; *Newspapers; Tables (Data)
IDENTIFIERS- New York Times; USA Today; Wall Street Journal; Washington Post

This study examined how higher education is represented in the press by analyzing how four leading newspapers, "The New York Times," "USA Today," "The Washington Post," and "The Wall Street Journal," covered higher education in 1997. The study analyzed a total of 610 higher education stories covering 21 topics. The 10 topics on which articles were most frequently written were: (1) affirmative action; (2) costs and price; (3) crime/tragedies; (4) financial aid; (5) government relations; (6) job market for graduates; (7) campus management; (8) military academies; (9) campus performance; and (10) research. The study also analyzed "news frame" and sources. News frame was defined as the tone or perspective of each story and was analyzed in terms of five mutually exclusive categories: conflict, consensus, failure, success, and other. Sources included eight frequently cited categories, including: campus administrators, advocacy groups, experts, faculty, presidents/chancellors, professionals, public officials, and students. Differences among the newspapers were also examined. Overall, the study found that all four papers frequently reported on college management issues, crime and tragedies, and affirmative action, but devoted significantly less attention to research and curriculum. The papers most often quoted campus administrators as sources. Nine charts provide detailed findings. (DB)

ED 434 621   HE 032 399

Bray, Sarah Hardesty, Ed.; Shoemaker, Donna; Mulligan, Barbara; Raley, Nancy
Successful Campus Fund Raising: Profiles of Award-Winning Fund-Raising Programs. The CASE Best Books Series.
PUB DATE- 98

developed to improve community and student retention and to provide opportunities for faculty renewal and professional development. Review of the research on learning communities indicates that learning communities have substantial positive effects on retention and can reinvigorate faculty, especially mid-career faculty. The process of creating learning communities at the ACU College of Arts and Sciences is described, including interest luncheons to inform faculty members about the concept of learning communities. Three learning communities that involved integrating three courses in a thematic approach were offered to freshmen in the fall of 1997. Problems encountered focused on such marketing errors as giving responsibility for program marketing to the admissions department and failing to integrate the learning community program into the registration procedure. These problems were addressed in the nine learning communities offered during the program's second year. Preliminary evaluation was mixed, although systematic tracking of 125 students has now begun. (DB)

ED 434 642 HE 032 420

Schlachter, Gail Ann; Weber, R. David
Financial Aid for African Americans: 1999-2001.
PUB DATE- 99
NOTE- 517p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Awards; *Black Students; College Students; Fellowships; Financial Support; Grants; Higher Education; Internship Programs; Scholarships; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *African Americans

This directory describes more than 1,500 financial aid sources available to African American college students. An introduction explains the purpose, compilation, arrangement, and use of the directory. The directory's main body is divided into three sections: individual descriptions of the specific financial aid opportunities, an annotated bibliography of directories listing general financial aid programs, and a set of indexes. The 1,490 funding opportunities listed in the first section are sponsored by nearly 800 government agencies, professional organizations, corporations, sororities and fraternities, foundations, religious groups, educational associations, and military/veterans organizations; aid available through individual colleges or universities is not included. Entries are grouped in six categories: scholarships, fellowships, loans, grants, awards, and internships. Each entry provides program title, organization address and telephone numbers, e-mail and web site addresses, purpose, eligibility, remuneration, duration, special features, limitations, number of awards, and application deadlines. The second section consists of an annotated list of nearly 60 key directories of financial aid open to all. Each entry contains basic bibliographic information and an notation specifying scope, arrangement, publication history, and special features. Finally, the volume includes six indexes: program title, sponsoring organization, residency, tenability, subject, and calendar. (DB)

ED 434 643 HE 032 421

Schlachter, Gail Ann; Weber, R. David
Financial Aid for Hispanic Americans: 1999-2001.

the International Association of Technological University Libraries IATUL Conference (Pretoria, South Africa, June 1-5, 1998), Volume 18; see IR 057 503.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Distance Education; Foreign Countries; Higher Education; Information Seeking; *Librarian Teacher Cooperation; Library Automation; Library Personnel; *Library Role; *Library Services; *Teamwork; Vendors
IDENTIFIERS- Course Development; Queensland University of Technology (Australia); Twenty First Century; Value Added

This paper discusses ways in which the Queensland University of Technology (Australia) has freed up resources, particularly staffing resources, in order to focus attention on activities that add value to the academic process. Vendor partnership with Blackwell's Library Supply company for selection, acquisition, cataloging, and end processing of monographs and serials is described. Other ways to relieve staffing pressures are noted, including automation of clerical tasks (e.g., self check out, self reservation, and self renewal) and partnership with other libraries in resource sharing (e.g., interlibrary loan and reciprocal borrowing). Emerging critical roles for library staff are then addressed, including: working with academics to ensure appropriate inclusion of information seeking (whether via print or electronic means) in courses offered in flexible delivery mode; seeking out membership in course development teams and faculty teaching and learning committees; and supporting the research activities of university staff and students. (MES)

ED 434 662 IR 057 506

Bundy, Alan
Information Literacy: The Key Competency for the 21st Century.
PUB DATE- 98
NOTE- 17p.; In: The Challenge To Be Relevant in the 21st Century: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Pretoria, South Africa, June 1-5, 1998), Volume 18; see IR 057 503.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Change Agents; Change Strategies; Educational Change; Educational Development; Foreign Countries; Futures (of Society); Government Role; Higher Education; *Information Literacy; Information Skills; *Library Role; Lifelong Learning; *Role of Education
IDENTIFIERS- *Australia; Information Overload; Paradigm Shifts; Twenty First Century

This paper examines Australian progress in addressing the implications of two certainties about the 21st century--change will be a constant, and it will be a century of data and information abundance. The focus is on the higher education sector, consisting of 36 public and two private universities. Topics discussed include: (1) characteristics of Australian higher education; (2) challenges for libraries; (3) Information Fatigue Syndrome, i.e., ill health as a result of information overload; (4) education at a crossroads--changes in the role of services functions; development of the electronic library; access to the electronic library; centralizing the electronic journals collection; administrative aspects of the electronic library; future plans for centralization; and plans for an Israeli University Libraries' Consortium. (MES)

ED 434 681 IR 057 525

Rudasill, Lynne
Global Literacy Initiatives: The United States and Developing Nations.
PUB DATE- 98
NOTE- 6p.; In: The Challenge To Be Relevant in the 21st Century: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Pretoria, South Africa, June 1-5, 1998), Volume 18; see IR 057 503.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Developing Nations; Educational Development; Educational Environment; Foreign Countries; Global Approach; *Information Literacy; Information Skills; Information Technology; Library Role; Postsecondary Education; Problems
IDENTIFIERS- American Library Association; *Barriers to Information; United States

This paper begins with an investigation of the development of information literacy in the United States, including a definition of the concept and discussion of specific competencies entailed in the creation of the information literacy as promulgated by libraries and librarians. Recommendations of the American Library Association are summarized. The philosophy that supports some of the policies surrounding the advocacy of information literacy in the United States is discussed. Roadblocks to information literacy in developing nations (e.g., illiteracy, lack of publishing, lack of recognition of the importance of information, governmental instability, and lack of understanding between cultures) are then examined, with a view toward exploring alternative routes to information literacy. (Contains 13 references.) (MES)

ED 434 682 IR 057 526

Shepherd, Murray C.
The Truth Is in the Details, Lessons in Inter-University Library Collaboration.
PUB DATE- 98
NOTE- 6p.; In: The Challenge To Be Relevant in the 21st Century: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Pretoria, South Africa, June 1-5, 1998), Volume 18; see IR 057 503.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Cooperative Programs; Foreign Countries; Higher Education; *Intercollegiate Cooperation; Leadership; *Library Administration; *Library Cooperation;

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Community Colleges; *Educational Change; Educational Development; Educational Planning; Institutional Mission; Institutional Role; *Institutional Survival; Leadership; Long Range Planning; Two Year Colleges
IDENTIFIERS- *Columbus State Community College OH

This presentation shares how Columbus State Community College (Ohio) has embarked upon a process of transformation into a learning organization positioned to meet the demands of change. The presentation begins with background [illegible] presenters. It then discusses the rationale for change, stating that as we look at the changes community colleges are called upon to make in relationship to the demands of the communities they serve, three imperatives are pervasive. The first is the demand for a knowledgeable workforce that continues to upgrade its knowledge and skills. The second is the need to develop a learning college that has the internal capacity to respond quickly and flexibly to emerging and anticipated demands for education and services. Third, colleges must have the ability to fully utilize the potential of technology to enhance learning, operations, and services. The presentation also lists three main themes that will be evident in a change of this magnitude: a new college culture, a new leadership, and evidence of a change process. It reviews the leadership process used to begin the transformation, the structure and initiatives that are in place currently, and closes with a summary of observations regarding the process. (VWC)

ED 434 702 JC 990 636

Gonzalez, Arturo; de la Torre, Adela; Garcia, John
Minority Student Achievement and Workforce Success in Arizona: A Research Study.
SPONS. AGENCY- Arizona Commission for Postsecondary Education, Phoenix.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; American Indians; *Community Colleges; Dropouts; *Economic Opportunities; *Educational Attainment; *Government School Relationship; *High Risk Students; Higher Education; Hispanic Americans; *Minority Groups; Outcomes of Education
IDENTIFIERS- Native Americans

This report summarizes a study of student achievement and workforce success that used data from the 1990 U.S. Census of Arizona. It focuses primarily on Hispanics and Native Americans in Arizona. Sections contained in this report are: (1) "Macro-Economic Conditions"; (2) "Educational Attainment"; (3) "Workforce Achievement"; (4) "Importance of Education to Earnings"; and (5) "Conclusion and Policy Implications." An appendix containing 8 tables. The data presented suggest that increasing educational attainment is key to reducing the earning disparities between minority and non-minority workers. Nearly half of the Hispanics and Native Americans are not high school graduates and less than 5 percent have a bachelor's degree. Students who drop out of high school average $875 to $2,200 less per year than similarly skilled high school graduates. On average, those with some college experience earn $2,500 more than high school graduates, while community college successfully incorporated into the curriculum of an 8-week theater arts project. (MN)

ED 434 203 CE 079 016

Braundy, Marcia
Orientation to Trades and Technology. A Curriculum Guide and Resource Book with Special Emphasis on the Needs of Women. Revised.
SPONS. AGENCY- Human Resource Development Canada, Ottawa (Ontario).
PUB DATE- 97
NOTE- 360p.; Originally published by the Ministry of Advanced Education and Job Training, 1987.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adjustment (to Environment); Behavioral Objectives; Building Trades; Career Choice; *Career Development; Competency Based Education; Curriculum Development; Educational Strategies; Employer Employee Relationship; Employment Potential; Employment Practices; *Employment Qualifications; Equipment Utilization; Foreign Countries; Individual Development; Job Skills; Labor Market; Learning Activities; National Standards; *Nontraditional Occupations; Postsecondary Education; Professional Development; Resource Materials; State Curriculum Guides; Student Needs; *Technology Education; *Trade and Industrial Education; Units of Study; *Womens Education; Work Environment; Work Experience Programs
IDENTIFIERS- *British Columbia

This combination curriculum guide and resource book was developed in response to recommendations made by the instructors who attended the Women in Trades and Technology (WITT) conference of June 1986. It assists in the design and delivery of exploratory trade and technology courses that are responsive to the special needs of women learners throughout British Columbia. Part 1 is an overview that explains the following: the guide's organization, purpose, and rationale; program goals and objectives; and assessment and evaluation methods. The following topics related to using the guide are discussed in Part 2: course design; sequencing; preparing for the program; objectives of hands-on components; teaching and assessment strategies; ordering and using media resources; and related programs and publications. Part 3 is devoted to the three course units, which cover the following topics: personal and professional development skills (personal growth and development, women and work, survival skills); work-related skills (health and safety, academic skills, hands-on trades and technology skills, work experience placements); and career development (career options and decision making, functioning in the workplace, rights and obligations). Appended are national generic standards and program development guidelines for Women in Trades and Technology courses; for exploratory courses for women in trades, technology, operations and blue-collar work; and for trade/technology-specific courses for women. (MN)

ED 434 204 CE 079 036

Taylor, Lynn; Simpson, Wayne; McClure, Karen; Graham, Barbara; Levin, Benjamin
Transition and Skills Development through Education, Training and Work Experiences: A Follow-up Study, Seven Oaks School Division.
SPONS. AGENCY- Social Sciences and Humanities Research Council of

their greatest opportunities for systemic reform. A decade-long effort of industry-education collaboration has succeeded in getting states to include two of three elements for school system accountability and a total quality assurance system: standards and assessment. Quality control, the keystone element, is missing. Quality assurance instills an attitude of disciplined caring toward poor results in education. NAIEC is uniquely suited to conduct the ISO 9000/Baldrige initiative as the nation's principal advocate and resource for fostering industry-education collaboration. (YLB)

ED 434 222 CE 079 207

Espie, Rod; Viola, Josie
A Place for Political Literacy in Adult Education.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Adult Education; Adult Educators; *Citizenship Education; Educational Objectives; English (Second Language); Foreign Countries; *Law Related Education; Partnerships in Education; *Political Socialization; Professional Development; *Role of Education; Teacher Improvement
IDENTIFIERS- *Australia; *Political Literacy

The accredited course "Understanding Our Legal and Political World" was developed by the Victoria Law Foundation after a 1994 national survey into awareness of civics in Australia confirmed the need for basic political literacy programs at all levels of instruction, including adult education. To date, the course has been offered by a diverse range of providers ranging from correctional institutions in Victoria to a remote aboriginal community in North Queensland. In 1998, a teacher from the Council of Adult Education's (CAE's) English as a second language department and a teacher in CAE's general education department began working together to increase adult education providers' access to the Australian Electoral Commission's (AEC's) educational resources. After providing professional development courses for primary and secondary teachers for some time, the AEC has now joined with the Victoria Law Foundation to provide adult educators with professional development activities in explaining the constitutional issues surrounding the mechanics of Australia's existing referendum system and introducing tasks and activities that teachers can modify for their respective adult learners' needs. The response to these professional development courses for adult educators has provided convincing evidence that there is a significant place for political literacy activities in AE. (MN)

ED 434 223 CE 079 208

Adult Learning. ARIS Information Sheet.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Students;

A study of the skill priorities of Connecticut's adult education stakeholders asked 838 business and industry providers, 4,846 learners, 774 instructional service providers, and 753 state agencies and public service providers to rate how critical 55 competencies are to an adult's ability to function in society and the workplace. The competency statements covered these areas: basic communication, consumer economics, community resources, health, employment, government and law, computation, and learning to learn. Stakeholders rated each competency statement as very important, important, somewhat important, or not important, with numeric ratings from 4 to 1, respectively. Average scores for each competency statement by each respondent group, scores for each competency area by each respondent group, weighted aggregate responses, and competency area mean ratings were computed from responses on the 4,245 useable questionnaires returned. As an aggregate, stakeholders rated basic communication highest, then employment, learning to learn, and health and gave computation, consumer economics, community resources, and government and law its lowest ratings. Business and industry providers' competency area rankings were almost identical to the aggregate's. Learners ranked health highest, then basic communication and employment. Instructional service providers' rankings were most similar to those of learners and least similar to those of business and industry providers. State agencies and public service providers' rankings were most similar to those of the aggregate and business and industry providers. Recommendations were made to improve curriculum, instruction, and assessment and to focus program planning, staff development, and program coordination. Contains 13 tables. (YLB)

ED 434 241 CE 079 247

Pucel, David J.
The Changing Role of Vocational Education and the Comprehensive
  High School.
PUB DATE- 98
NOTE- 27p.; Revised version of a paper presented at the
  International Symposium on Comprehensive High School Education
  (Taipei, Taiwan, May 18-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- *Academic Education; Career Education; Curriculum
  Design; *Curriculum Development; Educational Change;
  Educational Quality; Employment Potential; High Schools;
  Integrated Curriculum; Job Skills; *Role of Education; Tech
  Prep; Technological Literacy; *Vocational Education; Work
  Experience Programs

As American society has changed from the industrial age to the information age to the knowledge/imagination age, the notion of a comprehensive high school in its originally envisioned form has again become a high priority. If all students are required to obtain a rigorous academic education and an applied education related to a life or work interest, they have the opportunity to change their minds about future life goals and instructional programs as they move through high school. Changed expectations have led to a major movement to teach academic basics in a more functional manner around real-life applications and to ensure that career preparation programs are focused on the broad range of skills required in the workplace. Vocational education can no longer prepare students for direct

IDENTIFIERS- *Australia

Research examining issues of training provision for public and private training providers in Australia over the past 6 years was reviewed. Selected conclusions of the review were as follows: (1) national training reform has promoted competitive delivery of vocational and technical education (VET) by seeking to remove impediments faced by non-Technical and Further Education (TAFE) providers and encouraging public providers to operate in a more entrepreneurial manner; (2) the distinction between private and public providers is not always clear in as much as providers in both sectors do not necessarily operate within one sector; (3) the absence of comprehensive data about the private and public sectors' size and operation is a critical problem for researchers; (4) in terms of market share, TAFE is the dominant training provider; (5) barriers to competitive neutrality in VET provision include lack of access (in some states) to curricula developed with public or private funds, slow and bureaucratic accreditation and registration procedures, and poor articulation to higher education courses; and (6) key components of national training reform that have been adapted by many public and private training providers include competency-based training, quality assurance, recognition of prior learning, and promotion of access and equity. (Contains 28 references.) (MN)

ED 434 260   CE 079 297

Hager, Paul
Quality Assurance in VET. Review of Research.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; Educational Assessment; *Educational Improvement; Educational Needs; Educational Practices; *Educational Quality; Educational Research; Employer Employee Relationship; Evaluation Methods; Foreign Countries; Labor Force Development; Literature Reviews; Postsecondary Education; Program Development; Program Evaluation; Program Implementation; Secondary Education; Staff Development; Standards; Systems Approach; Teamwork; Total Quality Management; *Vocational Education
IDENTIFIERS- *Australia; *Quality Assurance

Research on quality assurance (QA) in vocational education and training (VET) in Australia over the past 6 years was reviewed. Three factors responsible for growing interest in QA were identified: close connections with industry sectors that have gained from the introduction of QA measures; the more competitive training market that has been increasingly encouraged by governments in Australia; and increasing community demand for quality as course fees increase. According to two substantial studies of QA systems in selected organizations for the purpose of facilitating the introduction of QA systems into the VET sector, the following types of QA programs may be relevant to VET: total quality management; QA based on international standards; quality matrix; best practice and benchmarking; and self-managed teams. The available research suggests that the following issues must be addressed in implementation of QA in the VET sector: personnel requirements; proper planning processes; staff development programs; industry relations and human resources management issues; ascertainment of customer views and needs; and roles of monitoring, assessment, and evaluation procedures. The

NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Academies; Career Counseling; *Career Development; Evaluation Methods; Foreign Countries; *Formative Evaluation; *Human Services; Policy Analysis; Workbooks
IDENTIFIERS- Canada

This manual is intended as a do it yourself tool for helping organizations develop an approach that will enhance the quality of career counseling services. It is aimed at demystifying evaluation planning and presents a framework so that the evaluation process leads to continuous improvement in meeting client expectations. It also helps validate the qualitative assessment processes used to gather evaluation evidence. Chapters include: (1) "Why is Evaluation Important?" (2) "Evaluation Self-Assessment"; (3) "Developing an Evaluation Policy"; (4) Agreeing on the Evidence"; (5) "Gathering and Assessing the Evidence"; (6) "Summarizing and Acting on the Evidence"; (7) "Reviewing Your Evaluation Approach." (Contain two appendixes, three figures, and nine tables). (Author/JDM)

ED 434 279 CG 029 427

Riddle, Dorothy I.; Bezanson, M. Lynne
Quality Career Counselling Services. A Policy Workbook.
PUB DATE- 95
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Development; Evaluation; Evaluation Utilization; Foreign Countries; Human Resources; *Labor Force Development; Professional Development; *Staff Development; Vocational Evaluation; Workbooks
IDENTIFIERS- Canada

This workbook was created as a "do it yourself" tool for helping organizations and career counseling services develop policies and standards to enhance the quality of services. The process is aimed at helping articulate policies that are sensible for each organization and challenging and achievable by staff. It is intended to be a resource to agencies that provide career and career-related services. This guide attempts to assist career counseling providers in responding well to the increased demands for accountability. It is designed as a human resource planning and staff development planning tool for the agency and those persons responsible for delivering career counseling services. It also provides a structured process for working thorough quality of service issues to determine what is appropriate and achievable. Five chapters include: (1) "Introduction"; (2) "Policy Self-Assessment"; (3) "Policy Statement Development": (4) "Human Resource Planning Self-Assessment"; and "(5) "Staff Development Planning. (JDM)

ED 434 280 CG 029 436

The Leading Edge: A Career Development Workshop Series for Young Adults. Participant Workbook.

stress. More research is necessary to determine whether improved academic achievement is a result of the intervention. Appendix A is Relaxation Techniques; Appendix B is Role-Play Activities; Appendix C is Goal-Setting Worksheet; Appendix D is Time Management Worksheet; Appendix E is Signs of Stress Worksheet; Appendix F is Stress Logs; Appendix G is Students Pre- and Post- Surveys; Appendix H is Teacher Survey; Appendix I is Stress Level Inventory; and Appendix J is Parent Newsletter. (Contains 2 figures, 7 tables, and 18 references.) (Author/MKA)

ED 434 299   CG 029 508

Bendt, Lori; Nunan, Jan
Enhancing Academic Achievement through Direct Instruction of Social Skills.
PUB DATE- 99
NOTE- 396p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Activities; *Behavior Problems; Cooperative Learning; Elementary Education; Environment; Family Structure; *Interpersonal Competence; Intervention; Mass Media Effects; Mentors; *Peer Relationship; Primary Education; Role Models; Social Change; Social Environment; Socialization; Socioeconomic Status; Teacher Role; Teachers

This paper examines the impact of the explicit teaching of social skills to enhance academic achievement. The targeted population comprised kindergarten and second grade students in a middle-class community located in central Illinois. The problem of inappropriate behaviors and difficulties interacting with peers and how this may affect academic achievement was documented through data collected by observation checklists, social skills inventories, student interviews, and teacher-made criterion-based reference tests. Analysis of probable cause data reveals that society, in general, is changing. Many factors affect children's social development, including negative media, dissolution of the family unit, lack of appropriate instruction, low socioeconomic status, and exposure to a physically and socially toxic environment. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of four major categories of intervention: explicitly teaching social skills to students, cooperative learning instruction and activities, peer mentoring between the second graders and kindergartners, and implementing multiple intelligence activities in the classroom. Post intervention data indicated an increase in prosocial behavior, a decrease in antisocial behavior, and enhanced academic performance. Appendixes provide data collection instruments, classroom materials, children's literature list, and raw data. (Contains 14 figures, 6 tables, and 40 references.) (Author/MKA)

ED 434 300   CG 029 510

Francisco, Ruth-Marie; Fasko, David, Jr.
Crisis Intervention: The Role of the School Counselor.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the Kentucky

welfare mothers preparing for their GED exams. A postlude muses on some educational issues relevant to reading. (NKA)

ED 434 322 CS 013 716

Murray, Dorothy S.
Yes, But...(An Invitation to Dialogue)--Holistic vs. Systemic Approach to the Teaching of Reading.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; *Holistic Approach; Instructional Effectiveness; Primary Education; *Reading Instruction
IDENTIFIERS- *Reading Theories

Today, contrary to Euclid's view of things as they are, people are told that the whole is greater than the sum of its parts. Nowhere apparently has the concept of the whole been ignored more than in the teaching of reading. The "see and say" (holistic) approach, introduced in the early fifties, still dominates the classroom. Readers and workbooks present selected whole words as equal to or the same as the sum of its parts accompanied by colorful illustrations for memorizing by repetition in contexts. In contrast, the systemic approach recognizes the parts of the whole within the word and their relationships to speech sounds. By definition, a letter is a significant speech sound within a language system. Systemic reading programs expose another of the hidden "greater" parts of the equation--word relationships within a statement. It may be that the holistic system fears that exposure of the hidden aspects of language will leave the learner forever processing words consciously sound by sound, syllable by syllable, or word by word. The systemic approach to the teaching of reading ensures that the learner becomes acquainted with the tools of the system and how to use them. And for the reader taught by both methods, their eyes and mind move across the printed page unhampered by information about how it all happens. (Contains definitions, a diagram, and a worksheet.) (NKA)

ED 434 323 CS 013 717

Adams, Marilyn Jager; Foorman, Barbara R.; Lundberg, Ingvar; Beeler, Terri
Phonemic Awareness in Young Children: A Classroom Curriculum.
PUB DATE- 98
NOTE- 179p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Class Activities; Early Childhood Education; Evaluation Methods; *Reading Instruction; *Reading Skills; Student Evaluation
IDENTIFIERS- *Phonemic Awareness

Containing adaptable activities and games, this book presents a supplemental language and reading curriculum that complements any prereading program. Preschool, kindergarten, and first-grade teachers can use these activities in any classroom--general, bilingual, inclusive, or special education. The curriculum accommodates individualized learning and teaching

To set the scene, this report begins with the description of the classroom practice and activities of an English teacher at a technical high school in Miami. The report states that a number of the activities that occurred in the class constitute what many scholars in the field of English/language arts studies consider examples of best, or exemplary, practice. The report explains that some of the prominent components of English in the classroom studied are: silent reading, demonstrating knowledge, interdisciplinarity, classroom conversation, and written and oral communication skills. It also describes the teacher's professional contexts, including the following: the district, the school, and the academy in which she works; the colleagues, administrators, and district personnel with whom she works; the various organizations to which she belongs and with which she interacts; and the professional activities in which she engages. (NKA)

ED 434 346 CS 216 903

Wilcox, Bonita; Manear, John; Slifkin, Josh M.
Bridges, 1999.
PUB DATE- 99
NOTE- 48p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Instructional Effectiveness; *Literacy; *Portfolio Assessment; Whole Language Approach; *Writing Instruction
IDENTIFIERS- *Technology Integration

This volume contains articles about writing, best practice, portfolio assessment, and technology, as well as original poetry and book reviews. Articles in the volume are: "Teaching Writing: Making Connections" (Eric Schott); "Empowering Teachers: A Success Story" (Sandra L. Krivak); "Bridging the Gap between the Classroom and Employment" (Linda C. Wojnar); "Using Teaching Theories and Strategies in the Real World" (Jeri A. Simon); "A Whole Language Approach to the Science Classroom" (Bonnie Book); "Middle School Students Write Quatrains" (Marlow Ediger); "When Will I Ever Use This Stuff?" (Laura J. Steinig); "There Is More Than One Way of Teaching" (Robert Wagner); "The Course Portfolio: Documenting Scholarship" (Deborah J. Kennedy); "The Benefits of Keeping a Teaching Portfolio" (Antonio S. Caruso); "Quality or Quantity? That Is the Question" (Lisa C. Schonberger); "Incorporating Technology into the Core Classroom" (Jean L. Schulte); and "Online Teaching: Interviews with Professional Educators" (Mark Rescher). (NKA)

ED 434 347 CS 216 904

Freed, Shirley A.; Moon, Louise
The Multiple Intelligences Pathways to Literacy: Making SMILIES. Pre-K-3.
PUB DATE- 99
NOTE- 345p.; Illustrated by DeAnna Spencer.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Early Childhood Education; Learning Activities; Learning Strategies; Lesson Plans; *Literacy; *Multiple Intelligences; Reading Skills; Student

*Futures (of Society); Higher Education; Instructional Innovation; *Journalism Education; *Mass Media
IDENTIFIERS- Futures Research; General Systems Theory; Journalists
The study of the future has grown into a valued tool for business planners, government, and nongovernmental organizations, as well as for many areas of the social sciences. Yet despite the need for reporters and editors who can inject foresight into the news--and despite studies showing that the disciplined use of "futures thinking" not only can be a useful tool for journalists in a rapidly changing world, but a vital one--the use of futures studies in the teaching of journalism and mass communications is found to be an underused resource. The time is ripe for rethinking curricular change. Hendrickson and Tankard (1997), for example, are exploring classroom techniques for using general systems theory. According to their research "Teaching future reporters to think of news events and issues in systems terms may be one approach to expanding the news frame." (Contains 40 references; an appendix outlines a proposed course, "Journalism and the Future.") (NKA)

ED 434 368 CS 510 121

Claussen, Dane S.
High School Student Newspapers in U.S. Youth Culture: From Gossip to Politics to Social Issues; From Vocational Education to School PR Tool, to Forum for Expression and Back Again.
PUB DATE- 99
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, LA, August 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High School Students; High Schools; Literature Reviews; Reading Habits; *School Newspapers; *Student Attitudes; *Student Participation; *Student Publications
IDENTIFIERS- *Scholastic Journalism; *Youth Culture
Scholastic journalism studies are almost entirely limited to students' First Amendment rights; principals' and teachers' knowledge of, or attitudes toward, scholastic journalism (including why they think students should work on publications); publication content and design analyses; trends in female and minority staffers; publications' finances; and newspapers' use in teaching English or for school public relations. Drawing on extensive existing literature, this paper is the first known work focusing on why students have worked for and/or read student newspapers. Findings suggest that student newspapers' place in twentieth-century youth culture requires more research. (Contains 110 references.) (Author/NKA)

ED 434 369 CS 510 123

Gustafson, Robert L.; Thomsen, Steven R.; Popovich, Mark N.
Perceptions of Harmful Female Advertising Stereotypes and Eating-Disordered Thinking among Female College Students: A Q Method Analysis.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, LA, August 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

were small in terms of size with the trend toward more management companies starting or running the PSAs. The findings show that there are four distinct groups of charter schools in Michigan: converted private schools, converted public schools, "mom and pop" schools, and "franchise" or "cookie cutter" schools. Governance and leadership issues of the schools are described, as are curriculums and quality of instruction, financial status of the schools, teachers and staff in PSAs, working conditions and staff satisfaction, students and parents, PSA legislation, authorizing agencies, management companies, and other information. (17 appendices provide further data.) (RJM)

ED 434 390   EA 030 051

School Choice.
SPONS. AGENCY- General Electric Foundation, Ossining, NY.
PUB DATE- 99
NOTE- 9p.; For volume 1 number 2, see EA 030 037.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Charter Schools; *Educational Assessment; *Educational Policy; Educational Vouchers; Elementary Secondary Education; Home Schooling; Nontraditional Education; Open Enrollment; *School Choice

This publication is the first in a series of reports that examine policy issues in education. It looks at the four major forms of school choice--charter schools, open enrollment, home schooling, and vouchers--and how they are changing the landscape of public education. School choice is one of the fastest-growing innovations in public education, with nearly 1 in 10 American public-school students participating in some form of choice. The report describes how charter schools are becoming increasingly popular throughout the U.S. and how states are meeting demand for these schools. It looks at open enrollment, which allows parents to choose where their children receive their education, and provides a brief history of this practice. An overview of homeschooling includes the racial composition of homeschoolers and the number of homeschooled students. The report discusses voucher programs, which enable parents to send their children to any school of their choice, and outlines why this practice is so controversial. The text closes with the observation that school choice depends on good policy, and it comments on the ground swell of support of school choice. Sidebars in the article offer further information, such as a list of resources that includes Web sites. (RJM)

ED 434 391   EA 030 052

California's Public Schools: A Needs Assessment.
PUB DATE- 98
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Financial Needs; *Needs Assessment; *Public Schools; State Aid; State Surveys; Summative Evaluation
IDENTIFIERS- *California

DESCRIPTORS- Educational Change; *Educational Improvement; Excellence in Education; *Middle Schools; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Empowerment; *Teacher Participation

This publication is the second in a series of monographs developed as a resource for middle-level leaders. It presents case studies at three fictional schools to show variations in improvement efforts and to examine faculty members' participation in the process. The teachers at one school were informed about change initiatives but were never meaningfully engaged in the decision-making process. At another school, some teachers were included in their improvement process, but the involvement was superficial and intermittent. In the last case, change efforts were systemic and all teachers were meaningfully engaged in all aspects of the improvement process. The monograph claims that the degree and manner in which teachers are involved in the change process makes a crucial difference in the successful implementation of a program. It highlights the need to engage faculty members in continuous change, encouraging them to buy into the values and beliefs of the school's mission statement, and outlines the basic components of school improvement. It emphasizes the need to clarify values and beliefs, vision and goals, and action plans. The text cautions that not everyone wants change and that there will be dissension, and it advises leaders to envision change as a slow, steady journey. (Contains 13 references.) (RJM)

ED 434 411 EA 030 075

Jacobs, Heidi Hayes
Breaking New Ground in High School Integrated Curriculum. Breaking Ranks: Making It Happen.
PUB DATE- 99
NOTE- 19p.; For others in the series, see EA 030 072, EA 030 073, and EA 030 077.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Curriculum Design; *Curriculum Development; Educational Change; *High Schools; *Instructional Leadership; Principals; Strategic Planning

This booklet is part of a series developed by the National Alliance of High Schools Advisory Council to serve as a resource for high school leaders. It targets specific changes for high school curricula and examines three elements of curriculum design: content, skills, and assessment, and how they can be upgraded for high school students. The volume highlights design practices that promote integrated learning, offering examples of programs that exemplify contemporary curricula. The plan is presented in 8 design practices: (1) high school teachers should select a specific format from a range of options, including discipline field-based design, parallel discipline design, and student-centered design; (2) schools must upgrade and revise content to focus on contemporary issues and problems; (3) teachers should frame their curriculum content and classroom investigations around sets of essential questions; (4) curriculum designs should develop the skills and techniques necessary for entering careers and adulthood; (5) assessment products and/or performances should be targeted to provide comprehensive evidence of skill development, conceptual insight, and

Disabilities.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Data Analysis; *Disabilities; Early Intervention; *Evaluation Methods; *Family Needs; *High Risk Students; Longitudinal Studies; Parent Attitudes; Program Evaluation; Questionnaires; Social Support Groups; *Test Reliability; Young Children
IDENTIFIERS- *Family Resource Scale; *Family Support Scale

This report discusses the outcomes of a study designed to assess two measures of family functioning for families with children with disabilities: the Family Support Scale (FSS) and the Family Resource Scale (FRS). The FSS is an 18-item questionnaire that measures the amount of perceived support given to the parents of young children with disabilities. Items generally consist of persons or agencies from which respondents could potentially receive emotional support. The FRS is a 30-item questionnaire that measures the adequacy of time and economic resources for families with small children. Items generally consist of objects and persons for which one would need time or monetary resources. The study used data from the Early Intervention Research Institute's longitudinal studies, which consist of 992 children and their families who were or are participating in a variety of different types of intervention programs. Results indicate that both of these measures were strengthened by proposed new scoring strategies. Both of the measures showed reasonably high internal consistency reliability coefficients, with reliability coefficients at least as high as those computed by the test's authors. However, the study found that FRS suffered from too many items that drew a limited response. (Contains 26 references and 14 tables.) (CR)

ED 434 431 EC 307 429

Scott, Louise Shewfelt
The Accelerated Reader Program, Reading Achievement, and Attitudes of Students with Learning Disabilities.
PUB DATE- 99
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Learning Disabilities; Middle School Students; Middle Schools; Outcomes of Education; Program Effectiveness; *Reading Attitudes; *Reading Comprehension; Reading Improvement; *Reading Instruction; Reading Strategies; Teaching Methods
IDENTIFIERS- *Accelerated Reader Program

This report discusses the outcomes of a study that investigated whether the Accelerated Reader program meets its claim to motivate and improve reading achievement for all students, including those with special needs. The Accelerated Reader program is a computer-based reading management system that includes a database of thousands of books ranging in reading levels from one to twelve. Students earn points to be redeemed for prizes or other incentives as they read books and pass a comprehension test on each book. The study involved four

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *Compliance (Legal); Decision Making; *Disabilities; Educational Legislation; Elementary Secondary Education; Inclusive Schools; *Individualized Education Programs; Limited English Speaking; Program Development; Program Implementation; *State Standards; Student Educational Objectives; Teamwork
IDENTIFIERS- *Academic Accommodations (Disabilities); Iowa

This manual is a guide to the development of Individualized Education Programs (IEP) for students with disabilities in Iowa. The first section identifies guiding principles behind the IEP as well as indicators that these principles are being followed. The following section is about preparing for the IEP with subsections on the IEP meeting, team, and student/family involvement. Next, special factors that the IEP team needs to consider are identified including: transition, behavioral concerns, discipline procedures, assistive technology, limited English proficiency, special needs of hearing or visually impaired students, and the health plan or emergency health plan. The fourth section is on developing the IEP in terms of requirements concerning: least restrictive environment; student's present level of educational performance; measurable annual goals, benchmarks, and short-term objectives; monitoring strategy; instructional support and related services; and participation in district-wide assessment. The final two sections are on implementing the IEP (including written prior notice) and reviewing the IEP (decision making, IEP review and revision, and extended school year services). Four appendices include a variety of brochures, meeting guides, sample forms, guidelines for specific situations, lists of accommodations, a glossary, and frequently asked questions. (Contains 12 references.) (DB)

ED 434 451   EC 307 449

Catlett, Camille, Comp.; Winton, Pamela J., Comp.
Resource Guide: Selected Early Childhood/Early Intervention Training Materials. 8th Edition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 176p.; For earlier edition, see ED 429 374.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Intervention; Higher Education; *Individualized Education Programs; *Individualized Family Service Plans; Infants; Inservice Teacher Education; *Instructional Materials; Preservice Teacher Education; Staff Development; Toddlers; Training

This resource guide is intended to identify both primary and supplementary resources for designing preservice and inservice training on early intervention programs for children with disabilities. The instructional materials are described and listed in three sections. The first section provides annotated descriptions of instructional materials in 14 early childhood content areas including assistive technology, cultural diversity, early care and development, evaluation/assessment,

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adaptive Behavior (of Disabled); *Behavior Rating Scales; *Daily Living Skills; Elementary Secondary Education; Evaluation Methods; *Family Environment; Interpersonal Competence; *Learning Disabilities; Leisure Time; Measures (Individuals); *Mental Retardation; Parent Participation; Parent Student Relationship; Self Care Skills; Work Environment

This test manual provides information on the Adaptive Behavior Education Scale-Home Version (ABES), a 25-minute behavior scale designed to evaluate adaptive skills in students with behavioral, learning, and intellectual disabilities, including educationally relevant behavior which may be identified as contributing to more appropriate diagnosis, placement, and programming. The 104 items included in the ABES are clustered into the following 10 subscales: (1) communication; (2) self-care; (3) home living; (4) social skills; (5) community use; (6) self-direction, including skills related to making choices, learning and following a schedule, and completing necessary or required tasks; (7) health and safety; (8) functional academics; (9) leisure; and (10) work. Participants are rated on a 0-5 scale on the extent to which they engage in the behavior. The manual provides the rationale and an overview of the components of the ABES, information on the test's reliability and validity, administration of the test and scoring, and interpretation of results of the scale using the test manual. Appendices include information on the conversion of raw scores to subscale standard score and conversion of sum of subscale standard scores to quotient and percentile scores. (Contains 50 references.) (CR)

ED 434 471   EC 307 469

Johnson, Andrew P.
A Model Gifted Education Program for Elementary Schools: Process and Product.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Identification; Academic Achievement; Creative Art; *Creativity; Demonstration Programs; Elementary Education; *Gifted; Leadership Training; Models; *Talent Development; Theater Arts; Visual Arts

This paper describes a process used to create or revise a gifted education program and a model gifted education program for elementary schools that includes methods of identification and ideas for programming. The following steps are outlined for creating or revising a gifted education program: (1) read relevant textbooks to get a feel for gifted education; (2) designate a committee; (3) identify a philosophy or mission statement; (4) describe the rationale; (5) list program goals; (6) define giftedness; (7) design a method of identification based on the definition; and (8) create programs to meet the needs of those students identified. The paper then describes a gifted education program developed for Grantsburg Elementary School in Grantsburg, Wisconsin. The program is intended to help all students reach their full potential, increase the overall academic and intellectual strength of the school system, recognize the importance of thought in the development of humankind's advancement in the world, and promote a climate of

DESCRIPTORS- Bids; *Construction Management; *Contracts; Decision Making; Design Build Approach; *Educational Facilities Design; Elementary Secondary Education; Public Schools; *School Construction; School Districts

IDENTIFIERS- *Brevard County Public Schools FL

This report describes school design and construction delivery processes used by the School Board of Brevard County (Cocoa, Florida) that help optimize value, avoid problems, and eliminate the cost of maintaining a large facility staff. The project phases are examined from project definition through design to construction. Project delivery processes are analyzed including the traditional competitive bid, construction management at risk, and design-build, followed by discussions on using continuing service and performance contracts in school building projects. Delivery processes available to Florida school districts are compared and contrasted. Additionally addressed is school board involvement in approving school building contracting and expenditures. Answers to frequently asked questions on school construction contracting conclude the paper. (GR)

ED 434 496 EF 005 613

Riley, Richard W.

Schools as Centers of Community: Remarks as Prepared for Delivery by U.S. Secretary of Education Richard W. Riley.

PUB DATE- 99

NOTE- 9p.; News release containing a speech made before the American Institute of Architects, Washington, D.C.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Secondary Education; *Modernization; Multipurpose Classrooms; Public Schools; *School Community Relationship; School Construction; *School Size

IDENTIFIERS- Department of Education

The Secretary of the U.S. Department of Education provides his viewpoints on maintaining strong public support for public education by reaching out to every part of the community. The Secretary urges Congress to act on school modernization. He discusses the emerging focus of architecture that now creates schools as community learning centers and the benefits of bringing the entire community into the process of school design. The Secretary argues for building smaller schools to help foster educational and operational efficiencies and presents a few ideas for accomplishing this goal. He further argues that smaller schools can help parents become more involved in their schools, can effect residential growth patterns and impact suburban sprawl, and can provide the catalyst for bringing a community together in reviving a neighborhood. Further argued is the concept of building new schools that are multi-purpose in nature in order to bring the school closer to a community. Finally, the Secretary stresses the importance of linking schools to other learning centers such as museums, businesses, and environmental centers in order to enhance the learning experience. (GR)

ED 434 497 EF 005 614

Hennon, Lisa

School Architecture, Curriculum, and Pedagogy: Shifts in the Discursive Space of the "School" as Forms of Governmentality.

Research/Technical (143)
DESCRIPTORS- *Bilingual Education; *Bilingual Teachers; Classroom Techniques; Curriculum Design; Educational Resources; Educational Theories; Elementary Secondary Education; Personal Narratives; Problem Solving; Teacher Attitudes; Teaching Methods

The collection of narratives by eight bilingual education teachers addresses what the teachers experience and how they make sense of bilingual teaching, including successful teaching strategies, and is intended to encourage other bilingual education teachers to find their own solutions to instructional problems. An introductory section explains how the book evolved from the author's own experience, provides some background on the context of bilingual education, and offers suggestions for use of this book. The second section begins with the eight bilingual teachers' stories and concludes with a discussion of the teachers' collective strengths and comparative challenges, connecting these to broader issues. The final section lists resources thought to be useful to the practitioner, including foundation texts on theory and practice of bilingual education, demographic information, listings of curricula, tests, and literature mentioned by the teachers, and professional network resources. Contents are indexed by subject and author. Contains 103 references. (MSE)

ED 434 519 FL 025 996

Dorr, Roberta E.
The Effects of Task and Language Vernacular on Rhyming in Kindergarten, First, and Second Graders.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, Quebec, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Dialects; Blacks; Class Activities; English; Family Environment; *Language Processing; Language Research; Oral Language; Phoneme Grapheme Correspondence; *Phonology; Primary Education; *Pronunciation; *Reading Instruction; *Rhyme; Speech Skills; Standard Spoken Usage; Urban Schools; Word Recognition
IDENTIFIERS- *African Americans

A study investigated the degree to which the pronunciation of English words in the child's home environment affected the acquisition or discrimination of phonological and orthographic correspondences of standard written English. Subjects were low-socioeconomic-status, inner-city African American kindergarten, first-, and second-grade students, who were given individually administered, standard phonological awareness tasks in class, including rhyming tasks. It was predicted that the children would perform better on recognition than production tasks, would perform better on recognition tasks where the reduction rule did not apply, and would select a response consistent with their vernacular, and that rhyming tasks would be the best predictors of future performance on standard measures. Results suggest that two factors affect the amount of processing beginning readers must expend to be successful: the cognitive demands of the tasks used to measure phonological awareness, and the knowledge representation of one's oral phonological knowledge. It is concluded that children need to understand the differences between vernacular and standard English because vernaculars can affect the way children score on standard

"Digging Deeper: Using Text Analysis To Develop the English Literacy of Indigenous Students" (Patricia Beattie). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 434 539 FL 801 327

Burt, Miriam
Using Videos with Adult English Language Learners. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Adult Learning; Classroom Techniques; Cultural Awareness; *English (Second Language); Instructional Materials; *Media Selection; *Second Language Instruction; *Videotape Recordings
IDENTIFIERS- Authentic Materials; ERIC Digests

Videos are a powerful tool in helping English language learners improve their language skills. They provide the learner with content, context, and language, and will play an increasing role in both classroom English-as-a-Second-Language instruction and self-study. Regardless of the quality and sophistication of videos, whether they are in use in a classroom, in distance learning, or in a combination, the teacher's guidance is crucial in facilitating use of this medium to improve adult English language learners' communication skills and knowledge of United States culture. Selection of videos should be based on their capacity for inspiration/motivation/interest, content, clarity of message, pacing, graphics, length of sequence(s), independence of sequence(s), availability and quality of related materials, and potential classroom use. Some videos, video series, and multimedia materials currently in use for ESL instruction are cited. Contains 19 references. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 434 540 FL 801 331

Jarvis, Mary I.
Determining Communication Needs of ESL Workers: Implications for Customizing Computer Courseware.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Business Communication; *Computer Assisted Instruction; *Computer Software Development; *English (Second Language); Instructional Materials; *Interpersonal Communication; *Job Skills; Material Development; Problem Solving; *Vocational English (Second Language)

A study was undertaken to determine the kinds of communication that occur in the workplace and are needed for workers to be effective, for the purposes of developing English-as-a-Second-Language (ESL) instruction for workers. Five hourly employees of an automobile parts company were interviewed. Communication needs identified included common explanatory, questioning, and reporting needs concerning machines, materials, and workers. Common problems resulting from poor communication, communication needs beyond the workplace, and important work-

PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Educational Finance; Federal Aid; Federal Programs; Graduate Study; Higher Education; *Loan Repayment; Money Management; Parent Financial Contribution; Private Colleges; Private Financial Support; *Selective Colleges; *Student Financial Aid; *Student Loan Programs; Tuition
IDENTIFIERS- Parent Loans for Undergraduate Students Program

This study examined the use of private education loans at high-cost private colleges and universities. Responses were received from 100 of the 381 institutions who reported undergraduate tuition and fees, or professional school tuition and fees, of $14,000 or higher in 1996-1997. It was found that on most campuses private student loans play a small but growing role in financing higher education. Ninety percent of the respondents indicated that students received private loans because they had exceeded the annual loan limits allowed under federal student loan programs, and fifty-one percent of the respondents reported that students received the loans because the borrowers' parents were denied access to Federal Parent Loans for Undergraduate Students. It is concluded that many private loan borrowers will probably leave their institutions with very large cumulative student loan debts, and some may have trouble meeting the repayment obligations of both their private and federal student loans. (MDM)

ED 434 561 HE 032 288

Reindl, Travis; Redd, Kenneth
Institutional Aid in the 1990s: The Consequences of Policy Connections.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Colleges; Educational Finance; *Educational Policy; Educational Trends; Federal Aid; Federal Legislation; Federal Programs; *Grants; Higher Education; *Institutional Role; Merit Scholarships; Need Analysis (Student Financial Aid); Private Colleges; Public Colleges; Public Policy; *Scholarships; Selective Colleges; State Aid; State Legislation; *Student Financial Aid; Universities
IDENTIFIERS- Family Education Loan Program; Higher Education Act Amendments 1992

This report discusses the policy implications of the increasing role played by grants provided by colleges and universities as a source of financial aid for students and their families. It underscores the direct and indirect connections between changes in federal and state policy and institutions' aid programs, focusing on the effects of the Higher Education Act Amendments of 1992 (including changes in need analysis and the advent of unsubsidized Stafford loans), slowed funding of federal grant programs, and increases in merit-based aid at the federal and state level. The report notes that between 1990 and 1996, the amount of scholarship and grant aid provided by public and private four-year institutions jumped from $4.7 billion to $8 billion. Among public colleges and universities, the selective and highly selective institutions provided the largest increases in aid. For private colleges and universities, project requests, and schedules. The manual also reviews facilities policies related to the South Carolina Research Park System, out-of-state and off-shore facilities, and technical colleges. Eight appendixes provide guidance on the annual permanent improvement plan, overall permanent improvement plan evaluation, master land acquisition plan, routine repair and replacement, life safety measures in residential facilities, architectural and engineering approval, application of trustee funds, and legal documents. (MDM)

ED 434 581 HE 032 359

North Dakota University System Strategic Plan: 1998-2004. 1998 Progress Report.
PUB DATE- 98
NOTE- 30p.; "Presented to Legislative Council, November 12, 1998."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Cooperation; Educational Environment; *Educational Quality; Higher Education; *Organizational Objectives; Performance Factors; Relevance (Education); Research; State Legislation; *State Universities; *Strategic Planning; Technology
IDENTIFIERS- *North Dakota University System

This report delineates system and campus success toward implementation of goals identified in the North Dakota Board of Higher Education's Strategic Plan for 1998-2004. It provides examples of North Dakota University System strategies and accomplishments in regard to educational excellence, technology and access, relevant programs, leadership in research, learning environment, documented performance, and collaboration. It also provides specific campus strategies and accomplishments for Bismarck State College, Dickinson State University, Mayville State University, Minot State University, North Dakota State College of Science, North Dakota State University, University of North Dakota, and Valley City State University. The report also outlines the performance and accountability measurement system, selected recommendations from the Bush Foundation study report, and the 1999 legislative agenda. (MDM)

ED 434 582 HE 032 360

Nichols, Jane; Bubnova, Elena
University and Community College System of Nevada: Research Report, 1998.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Expenditures; Federal Aid; *Financial Support; Graduate Study; Higher Education; Peer Institutions; Questionnaires; *Research; Research Universities; *State Universities
IDENTIFIERS- Desert Research Institute NV; *Sponsored Research; University of Nevada Las Vegas; University of Nevada Reno

This report provides a detailed overview of research activity at the three research institutions of the University and Community College System of Nevada: Desert Research Institute (DRI); the University of Nevada, Las Vegas (UNLV); and the University of Nevada, Reno (UNR). It is based on survey data provided by the focuses on three general education skills--critical thinking, oral communication, and written communication--and is designed to provide a bridge between lower division LCC students and upper-division (UHWO) students, ideally as a culminating educational experience for LCC students and a beginning educational experience of UHWO students. The course is organized around five major subtopics: meaning of community; structure of community; moral foundations; subcultures, marginalized, and invisible communities; and the individual. LCC students who satisfactorily complete the course receive three credits each in history, American studies, and philosophy, and satisfy one writing-intensive course requirement; UHWO students receive three credits each for electives in humanities, professional studies, and social sciences, and receive waivers for a required writing course and a public administration skills course. Evaluation of the learning experience is done on several levels--faculty evaluate students, students assess both faculty and the course, and faculty evaluate each other as well as the course. Overall, faculty and student evaluations of the learning community experience have been favorable. Appended are lists of skills standards and a course schedule.(CH)

ED 434 602   HE 032 380

Liu, Yuliang; Thompson, David
Teaching the Same Course via Distance and Traditional Education: A Case Study.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Communication; Computer Mediated Communication; *Distance Education; Higher Education; Instructional Effectiveness; Instructional Innovation; *Internet; Nontraditional Education; Teacher Competencies; Teacher Student Relationship; Teaching Methods; Teaching Styles; *Technology; Technology Transfer; *Telecommunications

This case study was designed to investigate the effect on an instructor's simultaneously teaching the same course in both a distance and a traditional educational format. The study involved one male instructor-participant at a mid-sized regional university who, in one term, taught the same course in both distance and traditional format. Data were collected by observation and interviews, with the instructor allowing access to both classrooms for a 16-week term. The study found that while the instructor prepared similar materials for both distance and traditional classes, preparation for the distance education format was more time-consuming because of the need to fax materials to remote sites and to put supplemental material on the Internet. While a similar inquiry-based instructional method was used in both distance and traditional formats, in the distance format the instructor was a "talking head," with little participation and discussion from students. Other difficulties arising in the distance education format included the following: there was a need for more educational technology (e.g., faxes, Internet); in-class time-management was more complex; monitoring students at multiple local and remote sites was more complicated; and e-mail communication became so time-consuming that only distance education students were permitted to submit assignments via e-mail. (Contains 34 references.) (CH).

NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Colleges; Demonstration Programs; Elementary Secondary Education; *Fund Raising; Higher Education; Private Schools; Program Descriptions; Residential Schools; Universities
IDENTIFIERS- *Council for Advancement and Support of Education

This book presents profiles of 38 exemplary fund-raising programs conducted by educational institutions and recognized by the Council for Advancement and Support of Education (CASE) in its 1997 Circle of Excellence Awards in Educational Fund Raising competition. The programs were selected from more than 1,000 programs and included two categories of educational fund raising: overall performance and overall improvement. Introductory information includes a list of the 1997 winners in addition to those profiled in the book. The 28 institutions profiled in the section on winners for overall fund-raising performance are grouped by institutional type: private residential doctoral institutions, public research doctoral institutions, private comprehensive institutions, public comprehensive institutions, private liberal arts institutions (grouped by number of alumni), private professional or specialized institutions, public professional or specialized institutions, independent secondary day and boarding schools (grouped by number of alumni), and non-independent schools. Profiles of winners for overall fund-raising improvement are also grouped by institution type. Profiles usually include a description of the fund-raising program (often with illustrations of promotional material) and vital statistics (on institution, staff, volunteer organization, reasons for program success, and contact information). (DB)

ED 434 622 HE 032 400

Harris, April L.
Etiquette and Protocol: A Guide for Campus Events.
PUB DATE- 99
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Guidelines; Higher Education; Meetings; *Public Relations; Standards
IDENTIFIERS- *Ceremonies; *Etiquette

Intended for special events planners on college campuses, this book offers advice on matters of etiquette and protocol for campus events. Chapters cover the following topics: (1) invitations (e.g., the precedence of extending invitations, invitation components, formal invitations, types of invitations); (2) forms of address (with examples of appropriate uses of a variety of titles); (3) receiving guests (name badges, the receiving line, seating arrangements, and parking); (4) food and beverages (cocktails, cash bars, selecting wines and food, toasting, buffets, served meals, and teaching students to provide first-class service); (5) academic traditions (academic dress, faculty colors, symbols of office, order of processions, commencements, and inaugurations); (6) international relations (protocol for government officials, welcoming international visitors, working with an interpreter,

PUB DATE- 99
NOTE- 485p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Awards; College Students; Fellowships; Financial Support; Grants; Higher Education; *Hispanic Americans; Internship Programs; Minority Groups; Scholarships; *Student Financial Aid; Student Loan Programs

This directory describes nearly 1,400 financial aid sources available to Hispanic American college students. An introduction explains the purpose, compilation, arrangement, and use of the directory. The directory's main body is divided into three sections: individual descriptions of the specific financial aid opportunities, an annotated bibliography of directories listing general financial aid programs, and a set of indexes. The 1,360 funding opportunities listed in the first section are sponsored by nearly 800 government agencies, professional organizations, corporations, sororities and fraternities, foundations, religious groups, educational associations, and military/veterans organizations; aid available through individual colleges or universities is not included. Entries are grouped in six categories: scholarships, fellowships, loans, grants, awards, and internships. Each entry provides information on program title, organization address and telephone number, e-mail and Web site addresses, purpose, eligibility, remuneration, duration, special features, limitations, number of awards, and application deadlines. The second section provides an annotated list of nearly 60 key directories of financial aid open to all. Each entry contains basic bibliographic information and an annotation specifying scope, arrangement, publication history, and special features. Finally, the volume includes six indexes: program title, sponsoring organization, residency, tenability, subject, and calendar. (DB)

ED 434 644 HE 032 422

Schlachter, Gail Ann
Directory of Financial Aids for Women: 1999-2001.
PUB DATE- 99
NOTE- 569p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Awards; College Students; Fellowships; *Females; Financial Support; Grants; Higher Education; Internship Programs; Scholarships; *Student Financial Aid; Student Loan Programs; Womens Education

This directory describes nearly 1,700 financial aid sources designed primarily or exclusively for female students. An introduction explains the purpose, compilation, arrangement, and use of the directory. The directory's main body is divided into three sections: individual descriptions of the specific financial aid opportunities, an annotated bibliography of directories listing general financial aid programs, and a set of indexes. The 1,685 funding opportunities listed in the first section are sponsored by a variety of government agencies, professional organizations, corporations, sororities and fraternities, foundations, religious groups, educational associations, and military/veterans organizations; aid available through individual colleges or universities is not included. Entries are grouped in six categories: scholarships, education because of the information explosion; (5) lifelong learning; (6) changing the educational paradigm, including development of information skills and information literacy as a goal of higher education; (7) the need for research on information literacy; (8) information literacy as the "zeitgeist" of the times, i.e., an idea whose time has come; (9) the marketing of information literacy; (10) a strategic response to ensure that, by 2000, every educator, educational administrator, and librarian in Australia has heard of information literacy; (11) Australian information literacy conferences; (12) summaries of two conference papers on information literacy; (13) information literacy and library competencies; (14) highlights of two Australian government reports on information literacy; and (15) response of Australian university libraries to information literacy and their potential role as educational change agents. (Contains 26 references.) (MES)

ED 434 863 IR 057 507

Ball, David; Pye, Jo
Library Purchasing Consortia: Achieving Value for Money and Shaping the Emerging Electronic Marketplace.
PUB DATE- 98
NOTE- 11p.; In: The Challenge To Be Relevant in the 21st Century: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Pretoria, South Africa, June 1-5, 1998), Volume 18; see IR 057 503.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Consortia; Costs; Electronic Publishing; Foreign Countries; Higher Education; *Library Acquisition; *Library Cooperation; Library Funding; Library Materials; Library Networks; *Purchasing; Serials
IDENTIFIERS- Monographs; United Kingdom

Drawing on a current study, funded by the British Library Research and Innovation Centre, the context of higher education libraries is discussed, including funding and costs and recent major official reports on education and libraries. Future trends and imperatives are outlined. Models of library purchasing consortia are presented. The operation of the Southern Universities Purchasing Consortium's Libraries Project Group (United Kingdom) is examined in detail, including the serials agreement and the monographs and standing orders agreement. The lessons and benefits of consortium membership are discussed. The future influence of purchasing consortia, particularly on the regional library and on electronic publishing are examined. (Contains 17 endnotes.) (Author/MES)

ED 434 864 IR 057 508

Cullen, Rowena
Measure for Measure: A Post Modern Critique of Performance Measurement in Libraries and Information Services.
PUB DATE- 98
NOTE- 15p.; In: The Challenge To Be Relevant in the 21st Century: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Pretoria, South Africa, June 1-5,

*Library Development
IDENTIFIERS- University of Guelph (Ontario); University of Waterloo (Ontario); Wilfrid Laurier University OT

This paper discusses some of the lessons learned in the collaboration of the TriUniversity Group (TUG) of libraries; three universities in Ontario--the University of Guelph, Wilfrid Laurier University, and the University of Waterloo--participate in TUG. Four critical areas of influence in creating a human climate for effective inter-institutional collaboration are addressed: (1) building relationships, including combined staff workshops, as well as selection and implementation of an integrated online system; (2) learning, including modeling of learning behavior by senior management, investment in training and development, and involvement of consultants; (3) leadership, including team building, effective management principles and philosophical assumptions, dealing with discord among the three university librarians, and the creation of the TUG Program Coordinator position; and (4) community development, including establishing new methods, approaches, actions, interactions, and other aspects of organizational behavior. (MES)

ED 434 683 IR 057 527

Van der Merwe, Ina; Van Eeden, Welna; Hartzer, Sandra
Remote Electronic Resources and the OPAC: Illustrated by the Unisa Library Experience.
PUB DATE- 98
NOTE- 17p.; In: The Challenge To Be Relevant in the 21st Century: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Pretoria, South Africa, June 1-5, 1998), Volume 18; see IR 057 503.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Access to Information; Bibliographic Records; *Cataloging; Classification; Foreign Countries; Higher Education; Internet; Library Catalogs; Online Catalogs; Subject Index Terms; World Wide Web
IDENTIFIERS- *Electronic Resources; Links (Indexing); University of South Africa; *URLs; Web Sites

This paper describes the Unisa (University of South Africa) Library's experience with cataloging remote electronic resources, including electronic journals, electronic text files, online databases, digital images, Unisa campus Web sites, and mailing list discussions. The first section discusses the decision to add bibliographic references for remote electronic resources to the OPAC (Online Public Access Catalog), policies and criteria supporting this decision, resulting changes in workflow, standards, and the bibliographic description of these resources. Providing access to the intellectual content of remote electronic resources is addressed in the second section, including subject headings, form/genre terminology, classification numbers, and summary notes. The third section covers keeping URLs (Uniform Resource Locators) up-to-date, including the use of a linkchecker, and the development of URNs (Uniform Resource Names), the PURL (Persistent URL), and the DOI (Digital Object Identifier). (MES)

ED 434 684 JC 990 275

graduates earn $4,000 and college graduates earn $14,000 more. This study highlights current initiatives that focus on increasing education attainment: the School-to-Work System, the Arizona Student Achievement Program, the National Employment Leadership Council, and the Governor's Strategic Partnership for Economic Development. Five policy goals are suggested: (1) target dropout prevention programs to at-risk minorities; (2) provide greater support to community colleges for increase transfer success; (3) assist the upward mobility of the workforce; 4) expand the pool of workers; and (5) increase labor force participation. (RDG)

ED 434 703 JC 990 637

Strategic Plan for the Missouri Department of Higher Education.
PUB DATE- 99
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Community Colleges; Educational Change; Educational Improvement; *Educational Quality; Government School Relationship; High Schools; *Master Plans; Organizational Objectives; Outcome Based Education; Postsecondary Education; State Programs; *Statewide Planning; *Strategic Planning

This document is a comprehensive plan for higher education in Missouri for fiscal years 2000-2001. The Strategic Plan identifies three strategic issues: Quality, Access, and Efficiency. Twenty-four goals are identified, each accompanied by relevant statistics, facts and figures. Goals for quality include: (1) implementation of the Coordinating Board for Higher Education's (CBHE) recommended 16-unit high school core curriculum; (2) Advanced Placement opportunities in every Missouri high school; and (3) all newly certified public school teachers must be as highly qualified as possible. Goals for access include: (1) participation of minorities in Missouri's system of higher education that is at least, in proportion, equal to their representation in the state; and (2) a statewide network of area vocational technical schools and expanded community college service regions. Goals for efficiency include: (1) no public four-year institution that is highly selective or selective will offer formal remedial course work; (2) admissions decisions at all public institutions will reflect the statewide admissions guidelines for standards appropriate to their selectivity; and (3) the number of students completing programs of study in trades and disciplines determined to be critical to Missouri's future will more than double over the number of degrees conferred in these areas for academic year 1990. Contains seven appendices. (RDG)

ED 434 704 JC 990 639

Danville Community College Information Technology General Plan, 1998-99.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; Computers; Distance Education; Educational Change; *Facility Improvement;

Canada, Ottawa (Ontario).
PUB DATE- 99
NOTE- 33p.; Document contains some light and broken type. Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Education Work Relationship; Educational Trends; Employment Patterns; Experiential Learning; *Family Characteristics; Family Influence; Followup Studies; Foreign Countries; High Schools; *Job Skills; On the Job Training; *Outcomes of Education; Parent Influence; Postsecondary Education; Salary Wage Differentials; Secondary Education; *Sex Differences; Sex Discrimination; Sex Fairness; *Skill Development; Student Attitudes
IDENTIFIERS- Seven Oaks School Division Number 10 MB

A Canadian study of the school-to-work transition followed students enrolled in grade 11 in 1990 (n=177), 1992 (n=172), and 1994 (n=347) in Seven Oaks School Division's three high schools. Based largely on questions from the Statistics Canada (SC) School Leavers Survey and SC Graduates Study (1997), the telephone survey focused on these elements: background and demographic variables; high school experience; post-high school employment and education; skills used in current employment; and perceptions of where particular skills were acquired. A preliminary path analysis revealed significant variables contributing to high school and postsecondary experiences, skill development and use, and workplace outcomes. Cohorts differed notably in factors contributing to attainment at high school and postsecondary levels. Gender differences existed at the high school level on a range of outcomes from grades, completion rates, and goal setting; gender was not a significant factor contributing to postsecondary enrollment and completion. Background factors were more important predictors of economic and educational outcomes than participation in a particular educational program. Males made more money than females, and a postsecondary credential was associated with permanent employment and pay satisfaction. Communication skills were consistently rated most important in current jobs, and working with others was rated second most important. On-the-job learning and general life experience were viewed as important to development of all skill areas more frequently than were secondary or postsecondary education. (Contains 29 references.) (YLB)

ED 434 205 CE 079 072

Royce, Sherry
The Adult Teacher Competencies Study. Final Report. A 353 Special Demonstration Project.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 99
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Educators; *Adult Literacy; *Competence; Competency Based Education; *Literacy Education; Material Development; *State Standards

Andragogy; *Cognitive Style; Educational Needs; Educational Opportunities; Educational Theories; Foreign Countries; *Learning Processes; Lifelong Learning; Reentry Students; Student Characteristics; *Student Educational Objectives; *Student Motivation; Teacher Education Curriculum; Teaching Methods

IDENTIFIERS- *Australia (Victoria)

This information sheet provides a summary of general observations regarding adult learners. Adults from different walks of life may seek out learning at different times in their lives, for different reasons, and for vastly different purposes. Adult learning groups may include students of different ages, cultures, and educational and socioeconomic backgrounds. Adult education is provided in diverse settings for diverse purposes: from community education classes to workplace training. Adults seek out learning situations for various reasons, including the following: to achieve a predetermined goal; to fill a gap in education; to explore options and make choices; and for personal development, family, social, or community reasons. Teachers/trainers in adult education programs must become familiar with some of the general theories related to adult learning processes and must recognize and accommodate the reciprocal relationships between teaching and learning. A range of theories of adult education and learning exist along with a corresponding range of teaching methodologies, such as the following: traditional (teacher as expert); self-actualization (facilitated problem solving); humanist (teacher stimulates and suggests); revolutionary (teachers and learners are equal participants); and organizational effectiveness (curriculum is determined by organizational needs). Most adults have a preferred learning style. Adults may be primarily active, reflective, theorizing, or experiential learners. Motivation is critical to adult learning. Also included are a number of reerences for readers requiring further information. (13 references) (MN)

ED 434 224   CE 079 213

Smith, Douglas C.
Work Force Development: The Chinese Commercial High School in Taiwan as a Vehicle for Economic Development.
SPONS. AGENCY- Pacific Cultural Foundation, Taipei (Taiwan).
PUB DATE- 00
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Accounting; *Business Education; Cultural Influences; Curriculum; *Economic Development; *Education Work Relationship; Educational Administration; Educational Attitudes; Educational History; Educational Legislation; Educational Opportunities; Educational Policy; Educational Quality; Field Studies; Foreign Countries; *High Schools; Influences; *Labor Force Development; Outcomes of Education; Relevance (Education); Salary Wage Differentials; School Business Relationship; School Role; Secondary Education; Social Influences; Trend Analysis; Values; Vocational Education
IDENTIFIERS- *Taiwan

Taiwan's commercial high schools are 3-year institutions that students enter after successfully passing a rigorous vocational, technical, or commercial school admission examination. Although commercial high schools date from the early days of Japanese occupation in 1895, the modern-day Chinese commercial high school did not come into being until entry into the world of work as skilled workers in a highly technological society. States are designing educational systems that provide specialized occupational preparation at the post-high-school level. To modify vocational education to meet new expectations, major concepts that affect curriculum design have been evolving: career majors, career activities, applied instruction, project-based instruction, integration, and articulation. Changes in vocational education curriculum practices are course goals, course content, who should deliver instruction and how it should be delivered, and evaluation of vocational course achievement. Steps in developing the new career major curriculum are to determine a school's career majors and sample careers within each major and to identify which courses to include. (Contains 21 references and sample career majors.) (YLB)

ED 434 242 CE 079 248

Pucel, David J.
The Changing Roles of Vocational and Academic Education in Future High Schools.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Central Educational Science Research Institute (Beijing, China, October 4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Education; *Educational Change; Educational Quality; *Employment Potential; High Schools; Integrated Curriculum; Job Development; *Job Skills; *Role of Education; Tech Prep; Technological Literacy; *Vocational Education; Work Experience Programs
IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills

Both the rapid movement to the knowledge/imagination age and a more thorough understanding of how problem-solving skills are developed challenge traditional education to change and adopt a new set of goals. Academic and vocational education are modifying their goals and instructional procedures, and they are blending together. As technology has evolved, the nature of work and preparation for work has changed. Tracking students into college preparatory, vocational, or general programs is not sensible now, when the nature of work does not have one group of individuals directing work and another group conducting the procedural aspects of work. In the modern workplace, the nature of much work has changed; separating those who implement the procedural aspects from those who design, supervise, and direct the work is difficult. Given this changed context for work, the Secretary's Commission on Achieving Necessary Skills has identified generalizable skills required in most workplaces as a basis for preparing people for employment. In response to such new life and workplace requirements, the educational community has defined a set of Criteria for the New American High School. Tech prep and the Southern Regional Education Board's High Schools that Work are two exemplary reform programs that ensure that all students have a rigorous academic background, develop technological literacy, and have realistic experiences in real world environments as contextual references for their learning. (YLB)

ED 434 243 CE 079 249

Williams, Marcia L.; Paprock, Kenneth; Covington, Barbara available VET case studies indicate that the main problem with whole organization quality initiatives is the difficulty of getting started on an organization-wide basis. (Contains 34 references.) (MN)

ED 434 261 CE 079 298

Billett, Stephen; Cooper, Maureen
Returns to Enterprises from Investment in VET. Review of Research.
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cost Effectiveness; *Education Work Relationship; Foreign Countries; Literature Reviews; Measurement Techniques; *Outcomes of Education; Postsecondary Education; School Business Relationship; *Small Businesses; Synthesis; Trend Analysis; *Vocational Education
IDENTIFIERS- *Australia; *Return on Investment

Recent (within the past 6 years) research on returns to Australian enterprises from investment in vocational education and training (VET) was reviewed. Special attention was paid to the following topics: relationship between enterprise size, specialization, and location and investment in formal training; approaches to appraising enterprises' returns on investment in training; and directions for further research. Selected findings of the review were as follows: (1) larger enterprises carry a higher level of the burden of investing in VET than smaller enterprises do; (2) factors that have been proposed to explain smaller businesses' comparatively small investments in VET include required level of skills, lack of incentive, other priorities, a preference for recruitment rather than training, and lack of knowledge about training activities and networks; (3) enterprises' specialization and location are important determinants of the amount they invest in training; (4) the government appears more interested in cost-benefit analysis (CBA) than enterprises are; (5) the consensus regarding the many CBA models proposed in the literature is that there are too many compounding and contradictory variables to suggest sensibly that returns can be quantified in terms of bottom-line profit; and (6) CBA models addressing variables of interest to enterprises are needed. (Contains 51 references.) (MN)

ED 434 262 CE 079 299

Gibb, Jennifer
VET and Small Business. Review of Research.
PUB DATE- 97
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; Credibility; Delivery Systems; Disabilities; Education Work Relationship; Educational Needs; Educational Policy; Educational Quality; Educational Research; Educational Trends; Equal Education; Foreign Countries; Government Role; Literature Reviews; Mentors; Models; Networks; Non English Speaking; On the Job Training; Outcomes of Education; Professional Development; Research Needs; Rural Areas; Rural Education; *School Business Relationship; Secondary Education; *Small Businesses; Trainers; Training Methods; Trend Analysis; *Vocational Education; Womens Education
IDENTIFIERS- *Australia

PUB DATE- 98
NOTE- 63p.; For related "Facilitator Guide", see CG 029 437.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Activities; *Career Development; Career Planning; Employment Interviews; Foreign Countries; Job Search Methods; Labor Market; Resumes (Personal); Self Evaluation (Individuals); Workshops; *Young Adults
IDENTIFIERS- Canada; Reflective Thinking

This booklet is designed for participants in "The Leading Edge: A Career Development Workshop Series for Young Adults." It provides the 27 participant handouts for the six workshops in the series. The first in the series, "Setting the Stage: The Changing World of Work," is a workshop to clarify what is occurring in the world of work and apply that understanding to personal career development. It introduces a method of recording the career journey through portfolio compilation. The second workshop, "Recognizing Your Leading Edge," initiates a shift from traditional job search to self-marketing. "Powerful Resume Writing" is a workshop to maximize the effectiveness of this key component or the work search/marketing strategy. The fourth workshop, "Pro-Active Work Search Tools," builds skills to support nontraditional work search techniques such as information interviewing, networking, and proposal writing. "Your Leading Edge in Action" is a workshop to practice targeted resume writing and interview skills and to introduce the use of professional portfolios in an interview situation. The final workshop in the series, "Consolidation: Planning the Next Steps of the Journey," is a wrap-up session reflecting on program learning. It aims to integrate labor information and self-awareness into a personally meaningful sense of career direction/purpose and into a concrete plan of action. The appendix is a list of 19 career development and related websites. (MKA)

ED 434 281 CG 029 437

The Leading Edge: A Career Development Workshop Series for Young Adults. Facilitator Guide.
PUB DATE- 98
NOTE- 130p.; For related participant workbook, see CG 029 436.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activities; *Career Development; Career Planning; Employment Interviews; Job Search Methods; Labor Market; Portfolios (Background Materials); Resumes (Personal); Self Evaluation (Individuals); Workshops; *Young Adults
IDENTIFIERS- Canada; *Facilitators; Reflective Thinking

This booklet is designed to be used by facilitators of the Canadian Career Development Foundation's "The Leading Edge: A Career Development Workshop Series for Young Adults." The guide provides information, including objectives of the workshops and lists of required materials, needed in order to facilitate an introductory session as well as the six workshops in the series. Each section contains samples of material suitable for transparencies to be used in the workshops. The six workshops are: "Setting the Stage: The Changing World of Work," designed to help clarify the world of work and apply that understanding to personal career development; "Recognizing Your Leading Edge," designed to initiate a shift from traditional job search

Counseling Association (Louisville, KY, October 13-15, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Competence; *Counselor Role; Counselor Training; *Crisis Intervention; Elementary Secondary Education; Partnerships in Education; School Community Relationship; *School Counselors; Violence
IDENTIFIERS- Kentucky

Due to the frequent occurrences of violence in schools across America, one must wonder how a school and a community will cope in the face of a crisis. This paper examines the role of the school counselor in crisis intervention by having school counselors in Eastern Kentucky complete a survey concerning their competence in fulfilling this role. The study finds that school counselors do recognize the importance of their role in crisis intervention; however, everyone, not just the school counselor, plays an important role in the intervention process. Results show a great need for crisis intervention at this time, and indicate that training must not be limited to school counselors and administrators. Schools should prepare intervention plans that can effectively move the school and community back to a normal routine as soon as possible. Appendix A is the Counselor Questionnaire. (Contains 1 table and 12 references.) (Author/MKA)

ED 434 301 CG 029 512

Baker, Tamara; Boyd, Cynthia
A Program on Preventing Sexual Assault Directed toward Greek Leaders.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; College Programs; *Fraternities; Higher Education; *Leaders; *Prevention; Program Development; *Rape; *Sexual Abuse; *Sororities; Student Attitudes; Values
IDENTIFIERS- *Assaults

This paper discusses a program that uses the leadership and status of Greek system officers to prevent sexual assault at a large university. This program aims to prevent future assaults by altering the conditions of a rape-prone culture. The presentation comprises a definition and two examples of acquaintance rape situations, a discussion of conditions that foster a rape-prone culture, examination of personal attitudes and values about sexual assault, and specific suggestions for changing the conditions in Greek organizations and on campus that foster such a rape-prone culture. Greek leaders and college administrators in attendance provide positive feedback. The prevention program is now being offered by the student group that deals with sexual assault issues and education, in addition to its usual safety-oriented programs. (Contains 11 references.) (MKA)

ED 434 302 CS 013 645

Ediger, Marlow
Reading and Literature for Children.
PUB DATE- 99

styles. The developmental sequence follows a school year calendar, building on simple listening games and gradually moving on to more advanced sound manipulation exercises like rhyming, alliteration, and segmentation. Assessment activities help educators evaluate language and listening skills, and the assessment forms can be photocopied for frequent use with large groups of children. The book includes: teaching objectives; lesson plans and sample scripts; activity adaptations; troubleshooting guidelines; informal, large group screening tests (up to 15 children at a time); guidelines for interpreting screening test results; and recommendations for assessment. (Contains 7 appendices featuring classroom materials and schedules, and an index.) (RS)

ED 434 324 CS 013 718

Ediger, Marlow
The School Principal as Leader in Reading Instruction.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Curriculum Development; *Instructional Improvement; *Instructional Leadership; Primary Education; *Principals; *Reading Instruction; Reading Materials; *School Supervision
IDENTIFIERS- Reading Management; Reading Theories

The school principal's role in assisting teachers to excel at various types of reading instruction is discussed. This paper addresses several types of reading instruction and principal involvement: (1) guiding primary grade instructors to value their students' personalized reading experiences through familiarity and with demonstration of new approaches; (2) developing and informing teacher proficiency with using Big Books; (3) guiding teachers to use quality basal readers to benefit and encourage student reading; (4) being aware of the merits and drawbacks of reading instruction philosophies in relation to remedial readers; and (5) leading teachers to use various types of poetry instruction and encouraging student interest and experience in writing poems. In conclusion, the paper suggests that the principal plays a key role in assisting teachers to enable each pupil to become a successful reader. Contains 10 references. (EF)

ED 434 325 CS 013 719

Siddall, Jeffery L.
America Reads: How One University Meets the Challenge.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *College Students; Elementary Education; Higher Education; Internship Programs; Public Schools; *Reading Improvement; *Reading Instruction; *Tutoring; Tutors; Volunteers
IDENTIFIERS- *America Reads Challenge; Northeastern Illinois University; *Volunteer Teaching

This paper describes how Northeastern Illinois University employs undergraduate and graduate students as America Reads Tutors to

Evaluation; Writing Skills
IDENTIFIERS- Gardner (Howard)

This handbook draws from Howard Gardner's multiple intelligences theory and explains it through a teacher- and student-friendly acronym: SMILIES (Strategy, Musical, Intrapersonal, Linguistic, Interpersonal, Exercise and Environmental, and Spatial). The handbook helps teachers explore innovative techniques to teaching reading and writing. According to the handbook, each letter in SMILIES represents one of Gardner's eight intelligences and inspires teachers to target the intelligence with fun and clever approaches. For ease of use, the handbook is divided into three parts. Part I covers all the critical components of literacy and connects them to the SMILIES acronym. Part II provides a plethora of activities for each of Gardner's multiple intelligences. Finally, Part III offers practical advice for creating lesson plans and assessing students' reading and writing skills. All three sections include ready-to-use blacklines. (NKA)

ED 434 348 CS 216 905

English, Evelyn Williams
Gift of Literacy for the Multiple Intelligences Classroom. Shoe Box Curriculum. K-College.
PUB DATE- 99
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Cognitive Style; Elementary Secondary Education; Higher Education; *Language Arts; Learning Activities; Learning Strategies; *Literacy; *Multiple Intelligences; Student Needs
IDENTIFIERS- Gardner (Howard)

This book provides a multitude of strategies that uncover students' greatest strengths and learning styles, while improving literacy skills. It offers activities that are organized according to Howard Gardner's multiple intelligences theory. The book is divided into eight sections, each addressing one of the intelligences identified by Gardner (verbal/linguistic, musical/rhythmic, logical/mathematical, visual/spatial, bodily/kinesthetic, intrapersonal, interpersonal, naturalist); each section begins with a discussion of the intelligence at hand, followed by a series of activities that promote literacy through the employment of that particular intelligence. The book offers teachers a variety of strategies to support students at all levels as they acquire knowledge in the areas of reading, thinking, writing, speaking, and listening. (NKA)

ED 434 349 CS 216 906

Groeber, Joan F.
More Than 100 Tools for Literacy in Today's Classroom. K-College.
PUB DATE- 99
NOTE- 256p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Daily Living Skills; Elementary

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Characterization; Eating Disorders; *Females; Higher Education; Mass Media Effects; Media Research; Q Methodology; *Sex Stereotypes; *Student Attitudes; *Undergraduate Students

A study employed Q methodology, personal interviews, and a self-administered questionnaire to explore how female college students, a population segment with one of the highest incidences of anorexia nervosa and other eating disorders, rank magazine advertisements that feature a variety of potentially harmful female stereotypes. Specifically, the study examined how ads that feature stereotypes promoting the "thin ideal" rank in comparison to other harmful stereotypes. Findings suggest that women are accustomed to seeing ultra-thin fashion models, and they do not readily perceive the danger in this stereotypical portrayal of beauty and success. Contains 49 references and 4 tables of data; an appendix contains categories of potentially harmful female stereotypes used in advertising, magazine advertisements featuring female stereotypes, and descriptions and ad descriptions and typal Z-scores.) (RS)

ED 434 370 CS 510 125

Leslie, Larry Z.
Value System Changes Resulting from a Media Ethics Course: A Postmodern Perspective.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, LA, August 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ethical Instruction; *Ethics; Higher Education; *Instructional Effectiveness; *Mass Media; Student Attitudes; Values
IDENTIFIERS- Postmodernism

This pre- and post-test study examined value system changes resulting from a media ethics course. Over three semesters, 74 students participated in the study. They were given M. Rokeach's lists of terminal and instrumental values on the first day and again on the last day of class and asked to rank each value on the lists in terms of its importance to them. The study was designed to answer several questions about the degree to which formal instruction in ethics could be influential in students changing the relative importance of several values, particularly those deemed important and less important to contemporary, postmodern culture. Results indicated that, for the most part, students were very much in step with postmodern culture. Only small changes were observed in their value systems. (Contains 13 references and 6 tables of data.) (Author/RS)

ED 434 371 CS 510 126

Brislin, Tom
Integrating Active Learning, Critical Thinking and Multicultural Education in Teaching Media Ethics across the Curriculum.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication

This report is based on surveys of unified school districts, elementary school districts, high school districts, county offices of education, and state special schools in California. Performed by the Joint Legislative Audit Committee (JLAC), the document provides the state legislature an assessment of the facility and personnel needs facing California's schools as reported by the districts themselves. In assessing how personnel and facility needs differ among districts, the JLAC divided districts into 6 groupings based on average daily attendance. After describing the methodology, the report provides a breakdown of the needs and costs of administrators, teachers, classified personnel, and facilities. Among the findings, schools reported a need for 484.63 administrators, 9,204.75 additional teachers, and 3,302.43 more classified positions to maintain current levels of service. To maintain current services, districts reported it would cost over $18 million; the implementation of anticipated improvement would cost over $24 million. Also, all school districts reported that the class-size reduction program displaced other programs. The report discusses the need for emergency permits, for additional classrooms, the availability of sites for school construction, child development and child care, and joint-use facilities. An appendix provides more information on displaced programs and other needs. The survey instrument appears at the back. (RJM)

ED 434 392 EA 030 053

Farkas, Steve; Johnson, Jean; Duffett, Ann; Aulicino, Claire; McHugh, Joanna
Playing Their Parts: Parents and Teachers Talk about Parental Involvement in Public Schools. A Report from Public Agenda.
SPONS. AGENCY- Kraft General Foods Foundation, Glenview, IL.
PUB DATE- 99
NOTE- 50p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; National Surveys; *Parent Attitudes; *Parent Participation; Parent Role; Parent School Relationship; *Public Schools; *Teacher Attitudes

This report summarizes findings from two national opinion surveys that looked at issues surrounding parental involvement in schools. One survey assessed the views of 1,000 public school teachers; the other examined the views of 1,220 parents of children currently in public school. The focus of the survey was to find out what parents and teachers believed to be the core elements of parental involvement. The document is organized around the study's seven findings: (1) parents and teachers have cordial and positive relationships; (2) neither parents nor teachers want parents more heavily involved in managing public schools or making decisions about staffing or curriculum; (3) parents and teachers endorse the "bake sale" model of parental involvement (that is, parents as volunteers and helpmates); (4) parents and teachers believe that parents' main job is to raise well-behaved children who want to learn; (5) teachers believe they cannot do their best job teaching because too many students lack the basic discipline to learn; (6) parents, like teachers, feel somewhat beleaguered in having the time to reinforce their children's education; and (7) homework is the vortex where teacher complaints and parental pressures converge. A separate section on rethinking parental involvement is included. Seven tables provide survey results on knowledge acquisition; (6) the type of assessment should match the developmental characteristics of the adolescent; (7) curriculum designs should be matched by structural formats that best serve the learner; and (8) high school curriculum planners should learn from the work of others. (RJM)

ED 434 412 EA 030 076

Hirsh, Stephanie; Valentine, Jerry W.
Building Effective Middle Level Teams. Turning Points: Recommendations into Action.
PUB DATE- 98
NOTE- 26p.; For others in the series, see EA 030 074 and EA 030 078.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Administration; Educational Change; Excellence in Education; *Instructional Leadership; *Middle Schools; Principals; Strategic Planning; Teacher Administrator Relationship; *Teacher Participation

This booklet is the first in a series of monographs developed as a resource for middle-level leaders. It provides practical strategies, procedures, and ideas to enable school leaders to plan and implement programs that will provide opportunities for students to be prepared for high school and beyond. The text focuses on the application of team skills in creating a community for learning, teaching a core of common knowledge, ensuring success for all students, empowering teachers and administrators, and reengaging families in the education of young adolescents. It outlines strategies behind team development and implementation, which includes forming, storming, norming, and performing. It discusses the development of collaborative skills and presents a strategy for enhancing these skills, including promulgating a mission statement, devising an action plan, delineating team roles, deepening communication among team members, enhancing desirable team behaviors, fostering decision making, establishing ground rules to define team norms and acceptable/unacceptable behaviors, and using the scientific method to analyze the results. The booklet concludes with the observation that by being part of a team, teachers can overcome their isolation as they realize that they have compatriots who also want to pursue change. (Contains 12 references.) (RJM)

ED 434 413 EA 030 077

Bottoms, Gene; Webb, L. Dean
Connecting the Curriculum to "Real Life." Breaking Ranks: Making It Happen.
PUB DATE- 98
NOTE- 23p.; For others in the series, see EA 030 072, EA 030 073, and EA 030 075.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Design; Curriculum Development; Curriculum Guides; *Educational Change; *Experiential Learning;

classes of middle school students with learning disabilities and the control group, which was made up of two classes that did not use Accelerated Reader. Students in the treatment group increased reading levels from a mean score of 2.81 to 3.50 on the Standardized Test for Assessment of Reading (STAR). These students improved attitudes by 13 percent on the Estes Reading Attitude Scale. Students in the control group decreased reading levels from 4.75 to 4.25 on the STAR test and improved attitudes by only 2.6 percent on the Estes instrument. Findings indicate that the Accelerated Reader program improved reading comprehension and attitudes toward reading of the participating students with learning disabilities. (Contains 50 references and a sample of the Estes Reading Attitude Scale.) (CR)

ED 434 432 EC 307 430

Foshay, John D.
An Example of Teacher-Made Software.
PUB DATE- 99
NOTE- 5p.; Paper Presented at the Annual Conference of the American Association on Mental Retardation (123rd, New Orleans, LA, May 24-28, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Daily Living Skills; Individual Instruction; Instructional Design; Learning Strategies; *Moderate Mental Retardation; *Multimedia Instruction; Multimedia Materials; *Outcomes of Education; Secondary Education

This paper describes the rationale and development of a teacher-made software program, instructional design features of the program, and student reaction to the program. The software was created for one student with moderate mental retardation to enable him to practice reading, writing, and reciting personal information. The program, "Your Personal Information," was created with an authoring program called Macromedia Director. The program provided the student with text, full on-demand audio support, multiple choice questions, and a practice-by-memory option. The authored lesson consisted of several screens of information: a title screen that included the goal and objectives of the lesson, five screens that used a consistent design to present the student's address, date of birth, phone number, social security number, and school lunch number, five screens each with a multiple choice question, and one screen for a practice-by-memory option. In addition, several screens of feedback or remediation were available. The program also included real pictures associated with the student's life to support the information on-screen. The student responded favorably to the program, and the individualized nature of the computer program enhanced student motivation and resulted in improved ability to read, write, and recite personal information. (CR)

ED 434 433 EC 307 431

Sandoz, Charles J.
Behavioral Strategies: Building Systems.
PUB DATE- 95
NOTE- 31p.; Paper presented at the Annual Convention of the American Association on Mental Retardation (119th, San Francisco, CA, May 30-June 3, 1995).

family-professional collaboration, Individualized Family Service Plan/Individualized Education Program, inclusion, interagency collaboration, legislation, service coordination, specific populations, state planning and resource development, teams, and transitions. Section 2 describes resources on the instructional process including family participation and personnel preparation and development. Section 3 lists additional resources such as curriculum guides and multiple content resources. Each of the sections identifies materials as either primary resources (usually described at some length and intended for direct instructional use with no or minimal adaptation) or supplemental resources (briefly listed). Sources for all materials are provided in a source list. Some items are coded to identify them as having been reviewed for cultural and linguistic sensitivity. (DB)

ED 434 452 EC 307 450

Assistive Technology Creating a Pathway: Iowa Assistive Technology Guidebook. Field Edition.
PUB DATE- 98
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); Delivery Systems; *Disabilities; Early Childhood Education; Elementary Secondary Education; *Individualized Education Programs; Program Development; Services; *Technological Advancement; Transitional Programs
IDENTIFIERS- Iowa

This manual is a guide to the use of assistive technology with Iowa students who have disabilities. Section 1 offers legal definitions and examples of assistive technology and is followed by a section that considers how assistive technology helps students by providing examples of assistive technology in the general education curriculum. Section 3 is on assistive technology and the Individualized Education Program (IEP) including specific guidelines and examples for answering the assistive technology question on the IEP form. The next three sections provide guidance about building assistive technology capacity at the district level; transition and assistive technology; and funding, purchasing, and maintaining assistive technology. Section 7 answers frequently asked questions concerning service delivery, responsibility/legal issues, and funding. Section 8 offers resources including frequently used forms, definitions and lists of Web sites and organizations. Eight appendices provide additional resources such as examples of assistive technology devices, an accommodations checklist, a flowchart on addressing assistive technology in the IEP, sample letters, Iowa Department of Education requirements for accessible software design, and an assistive technology intervention matrix. (DB)

ED 434 453 EC 307 451

House-Deere, Deb, Comp.
Iowa Programs Providing and Financing Children's Care and Services. Fourth Edition .
PUB DATE- 98
NOTE- 141p.

excellence. The program is organized around the following four areas: creativity and intelligence, specific academic areas, the visual and performing arts, and leadership. Appendices include a teacher creativity inventory, assessment forms, and a glossary. (Contains 12 references.) (CR)

ED 434 472 EC 307 470

Perkerson, Denise S.
Practices in Identification of Twice-Exceptional Students in the State of Mississippi.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ability Identification; *Disabilities; Elementary Secondary Education; Eligibility; *Gifted Disabled; Referral; Special Programs; State Regulation; Student Characteristics; *Student Placement; *Teacher Education
IDENTIFIERS- *Mississippi

This report discusses the outcomes of a project that investigated which districts in Mississippi identify gifted students with disabilities and the aspects of the referral to placement process for gifted education that made identification of twice-exceptional students possible. While it was initially thought that Mississippi's referral to placement process required for gifted education services might be a barrier to identification of students with disabilities, the opposite was found to be true. Results of the project indicate that Mississippi's polices pertaining to gifted education are not restrictive. Each district that identified students who were twice-exceptional did so according to state department guidelines. State regulations for gifted education programs outline minimal criteria for eligibility, however, local districts have the authority to make many decisions concerning the referral to placement process for students within their schools. Furthermore, identification of the disadvantaged student is provided for in several areas throughout the regulations. Lack of knowledge, from the state department level downward, appeared to the principle reason that students who are twice-exceptional are under-identified in the state of Mississippi. Teacher training on the characteristics of students who are twice-exceptional is recommended. (Contains 32 references.) (CR)

ED 434 473 EC 307 471

Fleming, Ava M.
Assistive Technology and Learning Disabilities.
PUB DATE- 99
NOTE- 41p.; Master's Research Paper, Chicago State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Compliance (Legal); Court Litigation; Educational Legislation; Elementary Secondary Education; *Federal Legislation; Inclusive Schools; Individualized Education Programs; *Learning Disabilities; Teacher Education; *Technological Advancement
IDENTIFIERS- *Technology Related Assistance Individ Disabil Act

This paper provides a literature review on the use of assistive technology with students who have disabilities, especially students with learning disabilities. It stresses requirements

PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum; Educational Change; *Educational Facilities Design; Elementary Secondary Education; *Instruction; Public Schools; *Student School Relationship

The historical shifts in United States discourses of school architecture as they relate to reforms and inventions of new pedagogical techniques are examined using Michel Foucault's conceptualization of "governmentality" and related scholarship. The purpose is to question assumptions underlying two claims currently being made about school architectural design. The first claim is that the space of the school needs to be more democratic, like a community, and the second is that the space of the school has become more oppressive and controlling. Common school design discourses in the United States incorporated some disciplinary aspects of British monitorial schools. However, in the 1800s, common school discourses governmentalized the "American" school-house with the aim of self-government. Four historical junctures in discourses of school architecture are identified that provide the contingent conditions and reasonings upon which the current debates about reform of school design seem reasonable and make sense. (Contains 65 references.) (GR)

ED 434 498 EF 005 615

The ABC's of Building a School. Revised.
PUB DATE- 98
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (For Disabled); Architects; Construction Costs; Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Facility Guidelines; Fund Raising; Personnel Evaluation; *School Construction; School Maintenance; State Standards
IDENTIFIERS- *Oklahoma

This booklet is designed for administrators who are being encouraged to build a new, or remodel an old, school facility. It describes the planning process from perceived need to the hiring of an architect; the duties of the architect, bondsman, and contractor; school bonds and finances; disability access requirements; force account; economical maintenance; the chronological order of construction; an overview of building systems and materials; applicable state laws; construction costs; and sample construction forms. Also included are Oklahoma State Fire Marshall fire resistive considerations and safety. Appendices contain a checklist for designing maintenance-free buildings; samples of the forms used in building construction projects such as contracts, bonds, and affidavits; and examples of energy conservation measures. (GR)

ED 434 499 EF 005 616

Planning for Education: Space Guidelines for Planning Educational Facilities. Revised.

measures of reading. Contains 45 references. (MSE)

ED 434 520 FL 025 998

Riney, Timothy J.; Takada, Mari
The Japanese Flap in EFL: Variability and Accent.
PUB DATE- 98
NOTE- 18p.; ICJ = International Christian University (Tokyo, Japan).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- College Students; English (Second Language); Foreign Countries; Higher Education; *Japanese; *Language Variation; *Phonology; *Pronunciation; Second Language Instruction; *Second Language Learning

A study investigated the substitution of the Japanese flap for English liquids /r/ and /l/ by 11 Japanese students in their first and fourth years of college. Phonological patterns were examined at the two different stages, in reading vs. spontaneous oral language tasks, and for word-initial singleton vs. word-initial cluster environments. The number of obligatory instances of /r/ and /l/ for each speaker for three reading tasks at the two stages combined ranged from 140 to 159 depending on the speaker. Individuals' Japanese flap substitutions varied from 0-86 percent. Most had fewer flap substitutions in the fourth year, and more flaps in spontaneous than in reading tasks. All substituted flaps more often for /l/ than for /r/. Flaps were substituted more frequently for singleton liquids than for liquids in clusters. A negative correlation was found between global foreign accent and percentage of Japanese flap substitutions. Contains 15 references. (MSE)

ED 434 521 FL 025 999

Quintelli-Neary, Marguerite
The 'Old English District': ESL Problems in South Carolina.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bilingual Education; Bilingualism; Change Strategies; Educational Attitudes; Educational Change; Educational Needs; Elementary Secondary Education; *English (Second Language); *Language Attitudes; Language of Instruction; *Limited English Speaking; *Migrant Education; Public Policy; *Regional Dialects; *Second Language Instruction; Spanish Speaking
IDENTIFIERS- South Carolina (York County)

An examination of English-as-a-Second-Language (ESL) instruction in York County, South Carolina focuses on community attitudes toward limited-English-proficient (LEP) residents. Factors discussed include the perception that virtually all residents speak English and that children who don't speak English fluently, generally Hispanics, will have left the area before learning enough to function in mainstream classes; the state mandate for English-only instruction; and a generally hostile environment for LEP residents. Common responses to LEP students appear to be either classification as disabled students, perception as untenable expenses, and relegation to language related concepts that need to be taught were also identified. Implications are drawn for the development of customized computer software to teach work-related ESL. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 434 541 HE 032 157

Lavelle, Ellen; Zuercher, Nancy
University Students' Beliefs about Writing and Writing Approaches.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Higher Education; Holistic Evaluation; *Student Attitudes; Student Evaluation; *Writing Ability; Writing Achievement; *Writing (Composition); *Writing Difficulties; Writing Evaluation; Writing Improvement; Writing Instruction; Writing Skills

This study examined students' beliefs about themselves as writers and about their experiences of learning through writing. A sample of 30 students enrolled in 2 freshman composition classes at a medium-sized Midwestern university completed a 74-item inventory measuring student writing approaches. Following administration of the inventory, 13 students with the highest scores were selected for semi-structured interviews. Five types of student writing approaches were identified: (1) elaborative, which views writing as deeply personal and marked by a search for personal meaning; (2) low self-efficacy, a highly fearful approach based on doubting ability and thinking about writing as a painful task; (3) reflective-revisionist, which describes a writing orientation based on a sophisticated understanding of the revision process; (4) spontaneous-impulsive, which profiles an impulsive, unplanned approach; and (5) the procedural approach, a method-driven strategy based on strict adherence to rules and minimal involvement. The report concludes that an understanding of student perceptions about their writing is important to helping them gain a positive identity in writing as a precursor to acquiring increased skills. (Contains 29 references.) (CH)

ED 434 542 HE 032 235

Prosser, Michael; Trigwell, Keith
Understanding Learning and Teaching: The Experience in Higher Education.
PUB DATE- 99
NOTE- 209p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Instruction; Foreign Countries; *Higher Education; *Learning Processes; Models; Research and Development; Student Attitudes; *Student Experience; *Theory Practice Relationship

This book attempts to link research on college students' experience of learning with ideas from research on teachers' experience of teaching in higher education. The first chapter provides an overview of the research and of the book. Chapter 2 presents a theoretical model and defines its concepts, including experience, variation, awareness, foreground/background, and a relational view. Chapters 3 through 6 have a similar structure. Each chapter is structured however, institutional grant aid increased by the largest amounts at the less selective institutions. The report notes that aid increases at public and private institutions have been much greater than increases in spending for instruction, student services, maintenance of school facilities, and other general and educational expenditures. (Contains 23 references.) (MDM)

ED 434 562 HE 032 289

Evaluation of the Federal Direct Loan Program: Repayment Survey of Borrowers Participating in the Federal Direct Loan and Federal Family Education Loan Programs. Volume One: Summary Report and Volume Two: Technical Appendices.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 99
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitudes; *College Graduates; Federal Aid; Federal Programs; Higher Education; Knowledge Level; Loan Default; *Loan Repayment; *Satisfaction; *Student Loan Programs; Surveys
IDENTIFIERS- Family Education Loan Program; Federal Direct Student Loan Program; Loan Counseling

This 2-volume report summarizes a study that examined the satisfaction of borrowers who were repaying student loans originated through the Federal Direct Loan and Federal Family Education Loan programs. Volume 1 presents a summary of the report's findings. A total of 1,328 respondents from a nationally representative sample of 3,000 borrowers in repayment who had originated their loans between 1994 and 1997 completed telephone interviews regarding loan satisfaction and awareness of select terms and repayment options. Ninety percent of the respondents expressed satisfaction with their overall repayment experience; respondents also expressed great satisfaction with the effectiveness of exit counseling in helping them understand the terms of their loans and indicated a greater awareness of the conditions required for a deferment and the consequences of default than borrowers in the grace period. The majority of respondents (82 percent) chose not to consolidate their loans. Most borrowers (78 percent) experienced no problems during the repayment period; of those who did, 62 percent reported difficulty in making their loan payments, 9 percent had problems with change of address forms, and 8 percent had problems with inaccurate amounts being billed. Overall 91 percent of borrowers were satisfied with their contacts with Department of Education or other loan servicers. Volume 2 presents a set of 3 appendices that includes: (1) response rates and survey methodology; (2) a questionnaire determining borrower satisfaction and its responses; and (3) the text of the 1998 telephone interview of student borrowers in repayment. (MDM)

ED 434 563 HE 032 291

Student Financial Aid Handbook, 1999-2000: Direct Loan and FFEL Programs Reference.
PUB DATE- 99
NOTE- 141p.; For main handbook, see ED 431 376.
LANGUAGE- English

three institutions for fiscal years 1994 through 1997. The report includes data on total sponsored awards and total sponsored projects expenditures, funding profile, indirect cost recovery, graduate education, and comparative national data. It notes that between 1994 and 1997 DRI, UNLV, and UNR generated over $408 million in grants and contracts, and that combined expenditures for sponsored projects increased from nearly $97 million in 1994 to $103 million in 1997. Overall, more than 60 percent of funds spent on research and other sponsored programs was received from the federal government, though the percentage of funds received from the federal government declined from 64 percent in 1994 to 61 percent in 1997. In 1997, the three institutions enrolled 4,846 full-time-equivalent graduate students, an increase of nearly 11 percent over 1994. A copy of the report information request and definitions of terms are included. (Contains 9 data tables.) (MDM)

ED 434 583 HE 032 361

Factbook on Arkansas Public Higher Education, 1997.
PUB DATE- 98
NOTE- 371p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Educational Finance; Educational Trends; *Expenditures; *Higher Education; *Income; Legislation; *Public Colleges; State Colleges; *State Universities; Statistical Data; Tables (Data); Trend Analysis
IDENTIFIERS- *Arkansas

This report provides extensive statistical data on public higher education in Arkansas for the 1997-1999 biennium, as well as trends for the past several years. It also contains a detailed financial profile of each institution and presents a basis for comparative assessments of revenue sources and expenditure patterns. The report includes data on State Board of Higher Education recommendations for appropriations for the 1997-1999 biennium; 1997-1999 legislative appropriations; a 10-year funding history of Arkansas public higher education; a 10-year history of current fund expenditures; a 10-year history of unrestricted educational and general revenues by source; a 10-year history of auxiliary enterprise revenues, expenditures, and transfers; and supplemental data. (Contains 11 charts.) (MDM)

ED 434 584 HE 032 362

General Education in Virginia: Assessment and Innovation. A Challenge to Academic Leadership. Volumes 1 and 2 .
PUB DATE- 99
NOTE- 232p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Curriculum; Community Colleges; Courses; Educational Change; Educational Improvement; *General Education; *Higher Education; Private Colleges; Program Evaluation; Relevance (Education); Standards; State Colleges; State Surveys; State Universities
IDENTIFIERS- *Virginia

This report provides both an overview and a detailed analysis of the general education core in the undergraduate curriculum in Virginia's colleges and universities. Sixty-eight campuses participated in the study, including all 15 public four-year

ED 434 603   HE 032 381

Keller, Michael
College Performance of New Maryland High School Graduates: Student Outcome and Achievement Report.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Entrance Examinations; *College Freshmen; *College Preparation; College Students; Educational Assessment; *High School Graduates; *High Schools; Higher Education; *Outcomes of Education; *Predictive Measurement; Private Colleges; State Colleges; State Universities; Statistical Analysis; Student Evaluation; Tables (Data); Trend Analysis; Undergraduate Students
IDENTIFIERS- *Maryland

This seventh annual Student Outcome and Achievement Report (SOAR) provides information that can be used to track high school student outcomes at the state level. The SOAR system collects information about college performance of new high school graduates including: remedial work needed in math, English, and reading; grades in first math and English courses; and cumulative grade point average. Data about students' high school experiences are drawn from the Scholastic Assessment Test (SAT) and the American College Testing (ACT) program. This report looks at students who graduated from a Maryland high school during the 1996-97 school year and who enrolled in a Maryland college or university during the 1997-98 academic year. All public two- and four-year campuses in Maryland and 12 state-aided independent institutions are included. The report contains three sections: the first examines the differences between college performance of students who did or did not complete a college preparatory curriculum in high school; the second presents the results of a multiple regression analysis which seeks to identify factors that best predict first-year college performance; and the third examines trends in the data over the past four years. Thirty-three tables summarize the data. (CH)

ED 434 604   HE 032 382

Taylor, John H., Ed.
Advancement Services: Research and Technology Support for Fund Raising.
PUB DATE- 99
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Accounting; Computer Software; Computers; Corporate Support; *Donors; Educational Finance; *Fund Raising; Higher Education; Institutional Administration; Management Information Systems; *Private Financial Support; Technology
IDENTIFIERS- *Gifts; Internal Revenue Service

This book is intended for individuals who work in the operations side of campus fundraising, and addresses such issues as accounting and Internal Revenue Services rules and regulations, new technologies, gift processing, and prospect tracking and management. The 21 chapters are organized around five topics: prospect research, gift processing, stewardship, technology, gifts, food, and drink); (7) hosting people with disabilities (wheelchairs and other physical aids, impairments of hands or arms, visually impaired people, and hearing or speech impairments); (8) business etiquette basics (welcoming guests in one's office, visiting another person's office, meeting manners, board meetings, telephone etiquette, professional accessories, and thank-you notes). (Contains 16 references and index.) (DB)

ED 434 623 HE 032 401

Phair, Judith T.; King, Roland
Organizational Charts and Job Descriptions for the Advancement Office. The Sample File Series.
PUB DATE- 98
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; Colleges; Community Colleges; Higher Education; *Institutional Advancement; Occupational Information; Organizations (Groups); Private Colleges; Public Colleges; *Public Relations; Universities
IDENTIFIERS- *Organization Charts

This document offers examples of advancement organizational charts for large public and private universities, small- to medium-sized public and private colleges and universities, community colleges, and independent schools. In addition, it provides organizational charts and sample job descriptions for various areas of institutional advancement, such as public relations, development, publications, special events, alumni relations, and marketing. Section 1 briefly discusses approaches to organizing an advancement operation. Section 2 provides examples of organizational charts for advancement activities at 17 institutions. Accompanying each chart is a brief description of the institutional structure and special features of the advancement organizational structure. Section 3 provides charts and sample job descriptions for the following areas: Vice President/Vice Chancellor level, alumni relations, development, government relations, marketing, public relations, publications, and special events. Section 4 provides concluding observations. (Contains 12 "CASE CURRENTS" references.) (DB)

ED 434 624 HE 032 402

Shapiro, Nancy S.; Levine, Jodi H.
Creating Learning Communities: A Practical Guide to Winning Support, Organizing for Change, and Implementing Programs. Jossey-Bass Higher and Adult Education Series.
PUB DATE- 99
NOTE- 209p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Environment; Guidelines; Higher Education; Learning Processes; Program Development; Teaching Models; *Theory Practice Relationship

fellowships, loans, grants, awards, and internships. Each entry provides information on program title, organization address and telephone number, e-mail and web site addresses, purpose, eligibility, remuneration, duration, special features, limitations, number of awards, and application deadlines. The second section provides an annotated list of nearly 60 key directories of financial aid open to all. Each entry contains basic bibliographical information and an annotation specifying scope, arrangement, publication history, and special features. Finally, the volume includes six indexes: program title, sponsoring organization, residency, tenability, subject, and calendar. (DB)

ED 434 645 HE 032 424

Eckel, Peter; Kezar, Adrianna; Lieberman, Devorah
Learning for Organizing: Using Reading Groups To Create More Effective Institutions.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the American Association of Higher Education (Washington, DC, March 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Change Strategies; *College Administration; *Educational Change; *Group Discussion; Higher Education; *Professional Development; Reflective Teaching; Research and Development; Theory Practice Relationship
IDENTIFIERS- American Council on Education; ERIC Clearinghouse on Higher Education; Portland State University OR; *Reading Groups

This paper examines the use of professional reading groups as a strategy to help college and university administrators stay informed and meet administrative challenges. It reports on a study of 26 institutions by the American Council on Education, which examined the process of large-scale institutional change. This study's findings support reading groups as an institutional change strategy and identified the following important change strategies: leaders who make a clear and compelling case for change; leaders who craft an agenda that makes sense; recognition that change benefits from a widened circle of participation; and leaders who develop connections and linkages. A related study by the ERIC Clearinghouse on Higher Education examined the use of the higher education literature by practitioners. This study found that low usage of the literature by administrators for decision making could be addressed through reading groups. Several strategies for organizing the literature were identified, including on-going management reading groups, strategic reading groups, intermittent reading groups, and professional seminars. A case study of reading groups at Portland State University (Oregon) illustrates how such groups can identify themes, conduct a variety of related activities, and facilitate linkages. The paper concludes that reading groups are one way to institutionalize the concept of the reflective practitioner. (Contains 13 references.) (DB)

ED 434 646 HE 032 425

Kezar, Adrianna; Eckel, Peter
Balancing the Core Strategies of Institutional Transformation: Toward a "Mobile" Model of Change.

1998), Volume 18; see IR 057 503.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Classification; Evaluation Criteria; *Evaluation Methods; Foreign Countries; Higher Education; *Library Services; Literature Reviews; *Measurement Techniques; Models; *Organizational Effectiveness; *Performance Technology
IDENTIFIERS- Conceptual Frameworks; *Output Measurements; Postmodernism

Taking a post-modern approach, this paper addresses the relevance of measurement and evaluation of libraries and information services. The following topics are discussed: (1) past and present approaches to performance measurement, including origins of measurement and landmarks of the past; (2) a conceptual framework for evaluation, including a typology of the performance literature describing four models that organizations tend to use to measure their effectiveness (i.e., goal attainment, systems resource/external systems, internal processes/internal systems, and multiple constituency/constituency satisfaction models), and a proposed new model of organizational effectiveness (i.e., a focus/value/purpose matrix); and (3) factors affecting the use of systems of evaluation, including library use of past research. It is concluded that there are three critical factors influencing the positive outcome of performance measures in libraries: measurement is a political activity; the multidimensional nature of performance measurement; and rewards and incentives. A chronological list of performance measurement literature is appended. (Contains 21 references.) (MES)

ED 434 665 IR 057 509

de Jager, Martha
The KMAT: Benchmarking Knowledge Management.
PUB DATE- 98
NOTE- 6p.; In: The Challenge To Be Relevant in the 21st Century: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Pretoria, South Africa, June 1-5, 1998), Volume 18; see IR 057 503.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Benchmarking; Foreign Countries; Higher Education; Information Management; Library Services; *Measurement Techniques; Organizational Development
IDENTIFIERS- Arthur Andersen and Company; *Knowledge Management

Provides an overview of knowledge management and benchmarking, including the benefits and methods of benchmarking (e.g., competitive, cooperative, collaborative, and internal benchmarking). Arthur Andersen's KMAT (Knowledge Management Assessment Tool) is described. The KMAT is a collaborative benchmarking tool, designed to help organizations make an initial high-level assessment of how well they manage knowledge; the KMAT can direct organizations toward areas that require more attention, as well as identify knowledge management practices in which they excel. Three types of

Petrowsky, Michael C.
Rudiments of a Tactical Airpark Marketing Plan.
PUB DATE- 99
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Educational Finance; Educational Improvement; *Educational Planning; *Enrollment; *Marketing; Multicampus Colleges; Needs Assessment; *Organizational Objectives; School Holding Power; *Student Recruitment; Two Year College Students; Two Year Colleges
IDENTIFIERS- Scottsdale Community College AZ

This report summarizes the marketing plan developed for the Scottsdale Community College Airpark Campus. In order to eradicate this campus' dependence on the main campus for leadership and funds, the author describes three strategic goals designed to make the Airpark campus self-sufficient within 3 years. The first goal involves the recruitment of students, with the target being to increase full-time student enrollment by 20 percent per year. The second goal is to reduce student attrition by at least one-third; the third goal is to use personnel in a more efficient and effective manner. Each goal--recruitment, retention and staff improvement--is then discussed in relation to 53 marketing tactics, which include the following components: area, target market, needs assessment, market goal, tactic, frequency of tactic, completion date, office responsible, action plan, success indicators and cost. Additional research summarized in the report includes student interests; a survey reports that the student body is fairly homogenous, with most students, who are employed by local companies that support continuing education, preferring short-term, early morning and evening classes. The author recommends using this profile when marketing to potential students, and taking advantage of these findings when scheduling classes. Contains a bibliography. (JJL)

ED 434 685   JC 990 366

The Five-Year Assessment of Higher Education Restructuring. A Joint Report of the New Jersey Commission on Higher Education and the New Jersey President's Council.
PUB DATE- 99
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Outcomes Assessment; Educational Assessment; *Educational Policy; Governance; *Government School Relationship; *Higher Education; *Institutional Evaluation; *School Restructuring; State Boards of Education; State Legislation; Student Financial Aid
IDENTIFIERS- *New Jersey

Since 1994, New Jersey's higher education system has been under a new governance system created by the Higher Education Restructuring Act. The act declares that eliminating unnecessary state oversight will spur institutional creativity and innovation and that placing greater decision making and accountability at the institutional level will better enable New Jersey colleges and universities to fulfill their missions and serve statewide goals. The restructuring act requires the commission and the President's council to conduct a

*Information Technology; *Institutional Evaluation; Multimedia Materials; Two Year Colleges
IDENTIFIERS- *Danville Community College VA; Virginia Community College System

This document describes technology usage, infrastructure and planning for Danville Community College. The Plan is divided into four sections: Introduction, Vision and Mission, Applications, and Infrastructure. The four major goals identified in Vision and Mission are: (1) to ensure the successful use of all technologies through continued training of faculty and staff; (2) to maximize technology to preserve access, improve retention, and increase student success; (3) to provide extended learning opportunities through development of telecommunications capabilities; and (4) to strengthen articulation, cooperation, and collaboration among educational systems and other agencies through integrated technology. The main applications of technology are Internet access, campus-based e-mail, a World Wide Web server, multimedia classrooms, distance education, client server, Virginia Community College System (VCCS) Intranet access, a telephone registration system, and the automation of the college's Learning Resources Center. During the 1996-1997 school year, computer instruction was provided to 2100 students in 135 classes. Planned distance education methods include Web-based courses, interactive video courses, CD-ROM courses, and telecourses. The infrastructure section describes existing facilities and systems, including a table showing number and types of computers at various campus locations. The following upgrades are necessary to meet VCCS standards: upgrading of computers in the learning center, upgrading classroom and administrative computers, furnishing more classrooms with multimedia equipment, and obtaining software. The report contains an activity plan and timeline for future technology improvements. (RDG)

ED 434 705 JC 990 640

Kamins, Robert M.; Potter, Robert E.
Malamalama: A History of the University of Hawai'i.
PUB DATE- 98
NOTE- 347p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Background; Community Colleges; Educational Change; *Educational Development; *Educational History; Higher Education; *Institutional Role; State Programs; State Universities
IDENTIFIERS- *University of Hawaii

This book describes the history of the University of Hawaii and higher education in Hawaii in the 20th century. Main topics include educational leaders, faculty, students, program development, educational expansion, and historical context. Part 1 traces the development of the Manoa Campus and the university system throughout the century. Included are early photos and personal recollections. Chapters in Part 1 include: (1) "Origins and Early Years: 1907-1946"; (2) "Becoming a Statewide System: 1947-1968"; (3) "Experiencing Maturity: 1969-1995." Part 2 focuses on the development and history of the colleges and programs at the Manoa campus. Each chapter is devoted to a particular discipline and is authored by members of the university community. Chapter topics include Hawaiian studies, Pacific Islands programs, Asian programs, engineering, tropical agriculture, arts and sciences, undergraduate honors, research units, biological sciences, astronomy, performing

IDENTIFIERS- *Pennsylvania; 353 Project

A study was conducted to develop a set of instructor standards that describe high-quality teaching behavior for adult literacy teachers, program administrators, state staff, and stakeholders. The standards were created by a task force of 15 experienced adult literacy practitioners and reviewed and revised by focus groups of practitioners at seven sites in Pennsylvania. As a result of this process, a set of five standards were finalized that describe high-quality adult teacher behavior: (1) adult theory in practice; (2) instructional expertise; (3) community interaction; (4) professional development; and (5) program operations. The standards and the database into which the standards were entered are available to educators at a central location. In the next fiscal year, the standards will be field tested with 40 practitioners in 12 programs throughout Pennsylvania. (Appendixes to the report include a list of 17 resources, task force meeting agendas, minutes of task force meetings, focus group materials, and the standards and competencies that were developed during the project.) (KC)

ED 434 206 CE 079 075

McNair, Stephen; Cara, Sue; McGivney, Veronica; Raybould, Fiona; Soulsby, Jim; Thomson, Alastair; Vaughan, Mike
Non Award-Bearing Continuing Education. An Evaluation of the HEFCE Programme 1995-1998. Report 99/19.
PUB DATE- 99
NOTE- 89p.; NABCE Final Report Jan 99 (HEFCE Edition).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Students; *College Role; *Continuing Education; Disabilities; Foreign Countries; Government School Relationship; Higher Education; *Minority Groups; *Nontraditional Students; Older Adults; *Outcomes of Education; Partnerships in Education; Program Effectiveness; Rural Education; School Community Relationship; Womens Education
IDENTIFIERS- *England

This is a report on the Non-Award-Bearing continuing Education (NABCE) program, funded by the Higher Education Funding Council for England (HEFCE) between 1995 and 1998. Over 3 years, 5 National Institute of Adult Continuing Education (NIACE) staff undertook a series of visits to 20 sample projects and read project documentation; in addition, 3 surveys of projects, 4 national seminars, and 2 national conferences were conducted. The study found that the principal target groups addressed by the 48 projects (many targeted several groups) were ethnic minorities, women, rural communities, people with disabilities, and older adults. Almost all the projects placed their highest priorities and greatest areas of success in the following activities: (1) developing partnerships with external agencies; (2) developing advice and guidance for potential students and for nontraditional students already enrolled in the institution; and (3) changing public perceptions of higher education. Projects also saw priorities but with lower levels of success in changing the culture of their institution, changing institutional structures and processes, and changing curriculum. The evaluation concluded that the projects were most successful in reaching targeted groups when a multiple-strand approach was undertaken, when the institution was fully committed to the projects, when a project-based approach was used, and when special funding was provided. (Contains 11 references.) (KC)

1945. Unlike technical/vocational schools, commercial high schools focus on areas of study that are both academic and relevant to the world of office work, language, computers, international business, and other commercially important areas. Taiwan currently has 106 commercial high schools serving 197,000 students. Commercial high schools may be set up and run by the government or private investors under the direction of a board of trustees and the administration of a principal with an average of 20 years in public education. Eighty-five percent of graduates of commercial high schools find immediate employment. As is the case in other components of Taiwan's educational system, prolongation of the childhood experience is on the agenda of Taiwan's educational authorities. Although commercial high schools have always played an important role in Taiwan's economic development, the issue of how they can make an even greater contribution to the nation's economic prosperity has become a major concern. (Contains 40 references.) (MN)

ED 434 225 CE 079 214

How To Design and Deliver an Effective Employment Program.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Community Centers; Community Programs; *Delivery Systems; *Employment Potential; Employment Programs; Employment Services; Guidelines; Job Skills; *Job Training; *Neighborhoods; *Program Design; Training Methods; Vocational Education; *Welfare Recipients

This handbook, which is intended to assist staff at Neighborhood Networks centers who are responsible for helping unemployed or low-income individuals make the transition from public assistance to self-sufficiency, outlines a 13-step approach to the design and delivery of job readiness programs. The handbook may be used as a guide to direct delivery of job readiness training or a resource for evaluating and selecting employment service providers. The bulk of the handbook advises staff on how to take the following 13 steps of the process described are as follows: (1) choose and organize an effective job readiness training program for residents; (2) communicate to staff and residents the importance of job readiness training; (3) involve employers in the training; (4) connect with job developers and placement providers; (5) identify and evaluate employment strengths and barriers of the target population; (6) categorize the target population; (7) create a mission statement and training goals; (8) establish individual participation rules; (9) design the job readiness training, including its length, format, and curriculum; (10) build staff capacity by training the trainer; (11) review and assess the trainers; (12) measure outcomes; and (13) provide case management support. Concluding the handbook are the names/addresses of 11 "soft skills" and "hard skills" best practice job readiness training models. (MN)

ED 434 226 CE 079 215

Clark, Burton A.
Personal, Professional, and Organizational Impact of Receiving a National Fire Academy Executive Fire Officer Program Outstanding Research Award.

Distance Learning: The Essential Guide.
PUB DATE- 99
NOTE- 166p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adoption (Ideas); Adult Education; Case Studies; Computer Assisted Instruction; *Computer Mediated Communication; *Distance Education; Educational Technology; Independent Study; *Instructional Design; *Open Education; Postsecondary Education; *Resistance to Change; Secondary Education; Telecommunications; Visual Aids

Intended for individuals engaged in open and distance learning activities, this guide is designed with an applications focus that provides a "quick start" for immediate work needs. Built on an intuitive set of "How do I" questions, the book presents the foundation needed to teach from a distance. The format is a multimodel approach, combining reading case studies, tear-out worksheets, and checklists. Templates intended for duplication are provided. Chapter 1 presents the history and growth of open and distance education, giving insight into the way evolving technologies have been transitioned into existing distance learning formats. Chapter 2 takes a global perspective to see how people around the world view the concepts and components that make up an open or distance learning environment. Chapter 3 offers an overview of technical, network, equipment, usage, and cost considerations to apply when an open or distance learning network is set up. Chapter 4 discusses resistance to change and offers practical, step-by-step ideas to help teachers and trainers through this transitional change process. Chapter 5 addresses designing instruction for learning: organizing time and instruction, becoming aware of one's presentation style and personal image, and developing participative teaching methods and techniques. Chapter 6 focuses on turning verbal information into visual communications: ideas on working with space, text and fonts, color, line, and graphics. The book contains 46 references, a glossary, and an index. (YLB)

ED 434 244   CE 079 250

Imel, Susan
One-Stop Career Centers. ERIC Digest No. 208.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Education; Adult Education; Agency Cooperation; *Career Education; Delivery Systems; Educational Legislation; *Educational Trends; *Employment Services; Federal Legislation; *Holistic Approach; Integrated Services; *Job Training; *Labor Force Development; Program Development; Public Agencies; Systems Approach; Trend Analysis
IDENTIFIERS- ERIC Digests; Workforce Investment Act 1998

Since the introduction of one-stop employment systems, many states have attempted to merge traditional employment and training services to provide consolidated programs and easier

Research since 1990 on vocational education and training (VET) and small business was reviewed. Special attention was paid to the research that has been conducted in the following categories identified in the Australian National Training Authority (ANTA) Small Business Policy Framework: context; role of government; approach to training; research into delivery models suitable for small business; information and networks; credibility and quality of training; and equity. Selected findings of the review are as follows: (1) since ANTA's establishment in 1992, the government has adopted the role of promoting training and is pushing the training system to make itself more relevant to small business; (2) because the existing research on workplace-based training is inconclusive, more research is needed on the workplace as a learning environment, ways people learn, and evaluation of approaches to learning that are currently being used in small business; (3) although much of the research on information and networks refers to the need to promote a training culture, the questions of which bodies are responsible for this promotion and how it is to be accomplished are never answered clearly; and (4) few studies have been published on training providers' credibility in the eyes of small business operators/owners. (Contains 53 references.) (MN)

ED 434 263 CE 079 300

Kilpatrick, Sue; Bell, Rowena
Vocational Education and Training in Rural and Remote Australia. Review of Research.
PUB DATE- 98
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Education; Adult Education; *Delivery Systems; Education Work Relationship; Educational Demand; Educational Needs; Educational Research; Enrollment Influences; Equal Education; Evaluation Methods; Foreign Countries; *Job Training; Nontraditional Students; Outcomes of Education; Postsecondary Education; Relevance (Education); *Rural Areas; *Rural Education; Rural Environment; Rural Population; Secondary Education; Staff Development; *Vocational Education
IDENTIFIERS- *Australia

Non-metropolitan Australia is diverse in terms of population density, educational experiences of the population, and the occupations and industries it supports. Rural adults are less likely to have post-school qualifications and work in manufacturing, property and business services, or finance and insurance. They are more likely to be older, have left school early, be unemployed, work in small business, be laborers, and work in agriculture, forestry and fishing, mining, construction, or tourism. Training outcome issues include lower participation by those with lower educational levels and a preference for informal learning and nonformal education. The following factors may contribute to differences in participation rates: access, equity, and participation issues concern previous educational experience; travel cost and distance; availability of work placements; access to information and communications technology; relevance of training; and marketing of vocational education and training (VET). Among the issues related to curriculum, delivery, and assessment are the following: programs tailored to the needs of rural and remote clients; methods of training brokerage between local communities and enterprises and training providers; needs to self-marketing; "Powerful Resume Writing," which maximizes the effectiveness of this key component of the work search; "Pro-Active Work Search Tools," which aims to build skills supporting nontraditional work search techniques such as information interviewing, networking, and proposal writing; "Your Leading Edge in Action," which focuses interview skills and introduces professional portfolios; and "Consolidation: Planning the Next Steps of the Journey," which integrates information into a personally meaningful sense of career development. The program goals are to help participants "get the big picture" in focus and determine how this relates to them personally and professionally. (Contains 14 references.) (Author/AVC)

ED 434 282 CG 029 442

Public Awareness Ideas and Strategies for Professional Counselors. For Use During Counseling Awareness Month and throughout the Year.
PUB DATE- 98
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advocacy; Citizen Participation; Community Involvement; *Counselor Role; Mass Media Use; *Participation; Professional Associations; *Promotion (Occupational); Public Relations; Publicity; Resources; Speeches
IDENTIFIERS- Presentations; *Public Awareness

This guide encourages counselors to actively celebrate Counseling Awareness Month. It was designed to simplify planning and publicizing activities for counselors involved with Counseling Awareness Month. It includes information about activities ranging from the simple, such as wearing a Counseling Awareness Month T-shirt, to the ambitious, such as planning a community event. The guide also provides hints and guidelines for planning and carrying out activities, both during Counseling Awareness Month and throughout the year. It is divided into the following sections: Celebrating Counseling Awareness Month, Promoting Public Awareness in April and throughout the Year, Participating in Professional Organizations, Group Participation in Civic and Charitable Activities, Delivering Speeches and Presentations, Working with the Media, Participating in Counseling Awareness Month, and Helpful Resources for Use in Public Awareness Materials. (MKA)

ED 434 283 CG 029 444

The Medicaid Maze: An Overview of Federal and State Policies.
PUB DATE- 97
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Counselors; Delivery Systems; *Federal Legislation; Financial Support; *Health Insurance; Health Maintenance Organizations; *Health Services; *Insurance Companies; Mental Health; *Public Health; *State Legislation; Substance Abuse

NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Awareness; *Childrens Literature; *Creative Thinking; Elementary Education; *Reading Material Selection; *Student Evaluation; Teacher Evaluation; Thinking Skills; Word Recognition

Considering how literature for children provides more than just word recognition skills and thinking skills, this paper discusses several reasons why there should be a good children's literature curriculum in the school setting. It points out how children can experience life vicariously through good literature; how good literature can aid a child in making good choices in life; how children's literature provides avenues for relaxation and recreation; how reading children's literature can be a guidance resource; how children can become knowledgeable about different careers; how children's literature provides a springboard for creative thinking activities on the part of pupils; and how children's literature may be directly related to social studies, science, mathematics, the language arts, art, music, and physical education. It lists 10 guidelines for the teacher to assess his/her achievement in guiding optimal pupil achievement in children's literature. The paper discusses the evaluation of pupil progress in children's literature. It concludes by pointing out that pupils individually select and sequence their progress and achievement when choosing their own library books. (SC)

ED 434 303 CS 013 646

Ediger, Marlow
Reading across the Curriculum.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; *Content Area Reading; Elementary Education; Inservice Teacher Education; Learning Activities; *Reading Skills; *Reading Strategies; Staff Development; Student Educational Objectives
IDENTIFIERS- *Reading Across the Curriculum

Few teachers set objectives for pupils to achieve when reading across the curriculum is implemented. Teachers in academic disciplines need to participate in staff development programs or inservice teacher education to be instructors of reading. Skills emphasized in staff development need to be tried out in the classroom and feedback should be secured to make necessary modifications in teaching. What to emphasize and how to make reading enjoyable by developing background information directly related to what will be read are important, as are readiness activities. After a reading activity has been completed, discussion should follow. Pupils individually/cooperatively may undertake follow up activities (based on subject matter comprehended), such as: make a collage; develop a model; engage in construction activities; dramatize selected situations; make a vocabulary game; take part in a debate; and summarize ideas using a personal computer. Reading subject matter involves comprehending the vital facts, concepts, and generalizations. (NKA) work in the Chicago Public Schools. The paper begins with an overview of the governmental legislation, followed by a description of how the university is meeting the challenge of assisting elementary students to improve their reading. It next reports on the tutors' training workshop. Last, Craig Johnson, a Northeastern student who participated in a Minority Internship Program, chronicles his experiences hiring and coordinating employment arrangements for the America Reads Tutors. (Contains 2 figures that present an America Reads lesson planning guide and the table of contents of the tutor training manual). (NKA)

ED 434 326 CS 013 720

Burke, Jim, Comp.
I Hear America Reading: Why We Read, What We Read.
PUB DATE- 99
NOTE- 116p.; Foreword by John Y. Cole.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Books; Elementary Secondary Education; English Teachers; Letters (Correspondence); *Reading; *Reading Attitudes; *Reading Habits; Reading Interests

Born of a high school English teacher's frustration with his students' attitudes about books, this book presents, verbatim, nearly 50 letters sent to the teacher in response to his letter to the editor of the "San Francisco Chronicle" asking readers to write about their experiences with books and the role that books and literature played in their lives. Each letter in the book is preceded by a quote from a famous person on the power of books. The book is about reading--why people do it, how they began doing it, and who started them reading or changed them. The letters in the book (chosen from over 1000 pages of letters received by the teacher) were written by people of all ages--from second graders to septuagenarians. Appendixes contain extensive lists of recommended books for all types of readers. (RS)

ED 434 327 CS 013 721

Woodcock, Richard W.
Woodcock Diagnostic Reading Battery. Complete Test.
PUB DATE- 97
NOTE- 300p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Reading Achievement; Reading Tests; Test Interpretation; Test Manuals; Test Norms; Test Reliability; Test Validity; Testing
IDENTIFIERS- *Woodcock Diagnostic Reading Battery

This boxed set contains a wide-range, comprehensive set of tests for measuring reading achievement and related abilities. The tests are administered individually, and norms are provided from age 4 to age 90. Special college/university norms are also provided. It consists of 10 measures. The scores from different combinations of these tests provide information regarding an individual's various reading and related abilities. Specific administration directions are provided page-by-page in all tests. The Examiner's Manual includes suggested procedures for learning to administer, score, and complete the interpretation portions of the Test Record. A full array of derived score and

Secondary Education; Higher Education; *Language Arts; Learning Activities; *Literacy; *Metacognition; Student Evaluation; *Study Skills; Vocabulary Development
IDENTIFIERS- Learning Environment

This book provides 108 activities to stimulate students to think about their own involvement in their education. Students must be able to think about and apply the information they acquire in the classroom to their lives outside of school. It presents practical information on metacognitive theory and reading and studying skills. The ready-to-use activities in the book are arranged according to preparation time: Simple Things To Do, Things That Take Effort, and For the Committed. The background portion of each activity provides the framework and purpose of the activity followed by instructions for conducting the activity. According to the book, not only do these activities inspire students to think about their own thinking, but they also help them become better readers and writers; these activities even enhance vocabulary acquisition and development and foster effective techniques for using resource materials. Also included in this comprehensive resource book are recommended assessment tools such as checklists, logs and journals, anecdotal records, and criteria-referenced tests. The book contains a wide variety of strategies for improving comprehension of fictional and nonfictional texts and for transferring life skills to the real world. (NKA)

ED 434 350 CS 216 907

Taylor, Jefferey H.
Computers: Tools of Oppression, Tools of Liberation.
PUB DATE- 96
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computers; *Educational Benefits; Higher Education; Internet; *Student Reaction; Word Processing
IDENTIFIERS- *Communication Context; *Computer Assisted Writing; Historical Background; Technology Integration

This paper contends that students who are learning to use computers can benefit from having an overview of the history and social context of computers. The paper highlights some milestones in the history of computers, from ancient times to ENIAC to Altair to Bill Gates to the Internet. It also suggests some things for students to think about and do, such as writing down good things about computers or ways that computers help people, and presents some typical student responses. The paper concludes by presenting some salient issues and ideas in this "Information Age," pointing out that computers represent an incredible opportunity to enhance abilities and communication with each other, but noting that "computers and networks for all their power are just tools." (NKA)

ED 434 351 CS 216 909

Carr, Janine Chappell
A Child Went Forth: Reflective Teaching with Young Readers and Writers.
PUB DATE- 99
NOTE- 390p.; Foreword by Linda Rief.

(82nd, New Orleans, LA, August 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Learning; *Critical Thinking; Decision Making; *Ethical Instruction; *Ethics; Higher Education; Journalism Education; *Mass Media; *Moral Issues; Teaching Methods; *Thinking Skills
IDENTIFIERS- *Media Ethics

This paper presents four teaching strategies, grounded in pedagogical theory, to encourage an active, challenging, creative, and meaningful experience for journalism and mass communication students grappling with moral issues, and developing higher order thinking in ethical decision-making processes. Strategies emphasizing critical thinking and diversity awareness have shown success in lower-division media and society classes. Strategies emphasizing active and collaborative learning have been effective in an upper-division journalism ethics class as well as in professional journalism groups. (Contains 34 references.) (Author/RS)

ED 434 372 CS 510 128

Maxson, Jan
Training Journalism Students To Deal with Trauma.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, LA, August 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coping; Graduate Surveys; Higher Education; *Instructional Effectiveness; *Job Skills; *Journalism Education; Mail Surveys; *Professional Training; Program Evaluation; Questionnaires; Stress Management; Student Educational Objectives; Student Needs
IDENTIFIERS- *Journalists; Media Coverage; *Traumas; University of Washington

The School of Communications at the University of Washington initiated the Journalism and Trauma program in 1994 so that all of its journalism graduates would be informed about trauma and would consider how to interview and write about victims without doing further harm to them. The program adapts learning objectives of the pioneer Victims and the Media program in the Michigan State University School of Journalism. During a workshop, students learn about trauma and its symptoms, practice interviewing actors playing people who may be experiencing trauma, and learn how to cope with their own stress. A study assessed the effectiveness of the trauma training program for recent journalism graduates to learn how many were exposed in some degree to traumatic events in their work; to find out how the trauma training (if they received it) has helped graduates to be more effective journalists; and to ask for suggestions to improve the trauma program for future students. A survey questionnaire was mailed to 214 journalism graduates from the years 1994-1997. Of the 82 replies, those 42 graduates who worked in journalism were interviewed by telephone--14 had participated in [illegible] trauma training. Results indicated that all graduates see [illegible]ma training as a worthwhile exercise for journalism [illegible]udents, and that the various issues addressed in the report. (RJM)

ED 434 393 EA 030 054

Mathis, William J.
Vermont Finance Reform: The Implementation of a Block Grant and Guaranteed Yield System.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Finance Reform; School District Spending; State Aid; *Tax Effort
IDENTIFIERS- *Vermont

This report examines tax reform in Vermont. A unanimous state supreme court decision in 1997 ruled that the state's educational finance system was unconstitutional. In response to this ruling, the legislature passed a new statewide property-tax system with two tiers: a block grant of $5,010 per pupil and a guaranteed yield for spending above the block grant. The paper explores the recapture provision of the law, where the state fills in any financial shortage due to lack of local fiscal capacity or recaptures excess revenue and redistributes it through the education fund. It discusses the tax-burden cap of 2 percent of income and discusses how this cap applies to the block grant and statewide property tax. The report then turns to the controversy generated by the new spending plan and how citizens of the wealthier towns in the state have protested against the plan. Issues include litigation and the claim that the state did not have authority to tax locals. A statewide property tax as a possible solution to the controversy is being explored by some as a solution to many problems, such as those presented by communities that circumvent the recapture provision in the law. (RJM)

ED 434 394 EA 030 055

Mathis, William J.; Pearl, Mitchell L.
Public Funding of Religious Schools: Legal and Political Implications of Current Court Cases.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Court Litigation; Elementary Secondary Education; Legal Responsibility; Private School Aid; *Religious Education; Religious Factors; School Funds; *State Church Separation

This paper analyzes current court cases that address the relationships among church, state, and education, describing how government and religion have been intertwined through most of history. With the rise of democracies, however, and the recognition of abuses perpetrated by religio-government alliances, the separation of church and state became popular.

High School Students; High Schools; Instructional Design; Learning Activities; Student Experience

This booklet focuses on strategies for providing curriculum content that is connected to real-life applications of knowledge and skills. It claims that authenticity exists on a continuum and content should not be seen as either completely authentic or as divorced from reality. It outlines the importance of authentic learning experiences, such as verbal experiences, visual experiences, vicarious experiences, simulated experiences, and direct experiences. The text provides tips for connecting the curriculum to real-life skills through project-based learning, which leads to the following results: engaged students learn more, studies take on a futuristic focus, and projects are compatible with the learning styles of students who have had difficulty succeeding in traditional classrooms. The volume also offers some cautions, such as recognizing that projects connected to low-level courses will not result in improved student performance. It offers advice on planning challenging projects and examines the roles of employers, teachers, students, and the principal in planning projects. Various types of projects, such as academic class projects, career research projects, and workplace projects are outlined. The booklet presents a project instructional plan with a project introduction, best instructional strategies, and student reflection. (RJM)

ED 434 414 EA 030 078

Hackmann, Donald G.; Valentine, Jerry W.
Promoting Student Involvement in the Learning Process: Three Successful Strategies. Turning Points: Recommendations into Action.
PUB DATE- 98
NOTE- 27p.; For others in the series, see EA 030 074 and EA 030 076.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Design; Educational Change; *Experiential Learning; Learning Activities; Middle Schools; Problem Based Learning; *Service Learning; Student Experience
IDENTIFIERS- Student Led Activities

This monograph, the second in a series intended as a resource for middle-level leaders, highlights three successful approaches that support student involvement in learning: problem-based learning, service learning, and student-led conferencing. Each approach is reported to have its roots in constructivism, which allows students to apply classroom content to real-world situations and then to reflect on what they have learned. The text defines problem-based learning, describes how it is applied in the classroom, and offers suggestions for designing a problem-based learning experience. It outlines the framework for problem-based learning, which includes meeting the problem, defining the problem, gathering the facts, hypothesizing, researching, rephrasing the problem, generating alternatives, advocating solutions, and assessing student performance. The volume also defines service learning and includes an overview of the benefits of service learning, namely, the promotion of academic learning, personal development, civic responsibility, and community benefits. It shows how to design a service-learning program, which includes selecting a project, aligning

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Behavior Change; *Behavior Disorders; *Behavior Modification; Children; Data Collection; Evaluation Methods; *Group Homes; Intervention; *Mental Retardation; *Program Development

Using a construction building analogy, this guide provides a plan for building a system of behavior strategies. These strategies are designed to assist behavior analysts of contracted provider agencies in the construction and maintenance of procedures which will help monitor and reduce the frequency of problematic behaviors in individuals with mental retardation in community-based homes. The plan suggests these courses of action: (1) survey records, bulldoze through a massive pile of files, and excavate previous summaries of behavioral incident reports; (2) develop a solid foundation by summarizing all incident reports; (3) build the first wall by creating a summary report of incidents for an annual report; (4) build the second wall by summarizing medication use; (5) build the third wall by providing psychological evaluations and adaptive behavioral reports; (6) build the final wall by creating Behavior Strategy Plans; (7) create roof trusses by providing an ongoing system of data collection; and (8) provide a roof by designing a training course for staff that will raise consciousness of how one's own behavior can affect the behavior of another. Applicable forms for notating and assessing behaviors are provided. (CR)

ED 434 434 EC 307 432

Warger, Cynthia
New IDEA '97 Requirements: Factors To Consider in Developing an IEP. ERIC Digest E578.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Assistive Devices (for Disabled); Behavior Problems; Braille; Compliance (Legal); *Disabilities; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Individualized Education Programs; Limited English Speaking; *Parent Role; *Student Educational Objectives; *Student Evaluation; Teamwork
IDENTIFIERS- Amendments; Behavioral Assessment; ERIC Digests; Functional Assessment; *Individuals with Disabilities Educ Act Amend 1997

This Digest summarizes requirements for individualized education programs (IEPs) under the Individuals with Disabilities Education Act (IDEA) as amended in 1997. In addition to specific information the IEP must contain, it notes that the amendments require IEP teams to consider the child's strengths, the parents' concerns, and the results of the initial or most recent evaluation. Other aspects of the IEP that the team is required to consider are the child's behavior (which may

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agencies; Agency Cooperation; Check Lists; Children; *Delivery Systems; *Disabilities; Federal Programs; Financial Support; Health Services; Insurance; Preschool Education; Resources; Social Services; Social Support Groups; *State Federal Aid; *State Programs
IDENTIFIERS- *Iowa; Social Security Administration

This guide describes 79 programs and services for children in Iowa. Each program description usually includes a brief program overview and information on age requirements and eligibility, specific services provided, any mandated services, costs, where to apply, and the responsible agency. The programs are grouped into the following categories: interagency (1 program); education (7 programs); health (18); human services (26); insurance (9); Social Security (9); and other support services, most of which are for financial assistance and support (15). Twenty-five appendices provide a variety of additional resources and information such as: a listing of parent and educator coordinators, a list of Iowa Head Start programs, the "Healthy Families Iowa" directory, a list of county public health nursing service and home care agencies, federal poverty guidelines for the Maternal Child Health program, Child Care Assistance income guidelines, definitions of long-term care facilities level of care, private insurance checklist for families, and locations of Social Security Administration office locations. (DB)

ED 434 454 EC 307 452

Reschly, Daniel J., Ed.; Tilly, W. David, III, Ed.; Grimes, Jeffrey P., Ed.
Functional and Noncategorical Identification and Intervention in Special Education.
PUB DATE- 98
NOTE- 256p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Classroom Techniques; Curriculum Based Assessment; *Delivery Systems; *Disabilities; Disability Identification; Educational Change; Elementary Secondary Education; Inclusive Schools; Low Incidence Disabilities; *Noncategorical Education; Preschool Education; *Special Education; Transitional Programs
IDENTIFIERS- *Functional Behavioral Assessment

This volume presents 12 papers that address the increasing shift toward functional and noncategorical approaches to special education. The papers are: (1) "Origins of Categorical Special Education Services in Schools and a Rationale for Changing Them" (Jim Ysseldyke and Doug Marston); (2) "Reform Trends and System Design Alternatives" (Dan Reschly and W. David Tilly, III); (3) "Functional Analysis Assessment as a Cornerstone for Noncategorical Special Education" (Frank Gresham and George H. Noell); (4) "Noncategorical Special Education Services with Students with Severe Achievement Deficits" (Mark R. Shinn, Roland H. Good, III, and Chris Parker); (5) "Noncategorical Approaches to K-12 Emotional and Behavioral Difficulties" (Frank M. Gresham); (6) "Transition from School to Adult Life" (Cheryl Hanley-Maxwell); (7) "Services to Young Children: Functional/Behavioral Conceptions of Services to Young that assistive technology be included in Individualized Education Programs when necessary. Topics examined in the review include: (1) the use of technology to facilitate inclusion; (2) how assistive technology aids individuals with sensory or motor disabilities; (3) provisions of the Technology-Related Assistance of Individuals with Disabilities Act and its 1994 amendments; (4) the eleven activities mandated by this law; (5) strategies used by states to implement the law; (6) court litigation related to assistive technology and students with disabilities; (7) principles underlying court decisions in this area; (8) ethical issues; (9) access to technology; and (10) technology as a means to surmount a variety of barriers, including print barriers, communication barriers, and learning barriers. A summarizing discussion focuses on the value of assistive technology to enhance students' strengths, minimize their deficiencies, and enable their success within the existing classroom curriculum and the importance of training teachers to reap such benefits for their students. (Contains 52 references.) (DB)

ED 434 474 EC 307 472

Hutinger, Patricia L., Ed.
ACTTive Technology, 1997.
PUB DATE- 97
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Computer Assisted Instruction; Computer Software; *Computer Uses in Education; *Disabilities; Early Childhood Education; Educational Technology; *Technological Advancement

Four issues of "ACTTive Technology" include major articles, editorials, suggested curriculum activities, reviews of software and educational media, early childhood and technology news items, and conference calendars. Major articles include: "Why Use a Switch or TouchWindow?" (Linda Robinson and Carol Schneider); "Teachers Identify Important Characteristics of Children's Software" (Letha Clark); "Software in the Early Childhood Curriculum" (Patricia Hutinger and Joyce Johanson); "Levels of Switch Progression with Suggested Macintosh Software" (Linda Robinson and Carol Schneider); "Armed and Ready: The Potential Power of the Technology Assessment Report for Families" (Linda Robinson); "Parents Share Perceptions of Effects of Computers in Preschool Classrooms" (Robert Farley Rippey); "How Five Preschool Children with Autism Responded to Computers" (Patricia Hutinger and Robert Rippey); and "Outreach Project Uses Technology To Develop, Enhance Emerging Literacy Skills." (Some articles contain references.) (DB)

ED 434 475 EC 307 473

Hutinger, Patricia L., Ed.
ACTTive Technology, 1998.
PUB DATE- 98
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); *Computer Assisted Instruction; Computer Software; *Computer Uses in Education; *Disabilities; Early

PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Facilities Design; Elementary Secondary Education; *Facility Guidelines; *Public Schools; *Space Utilization; *State Regulation; State Standards
IDENTIFIERS- *Oklahoma

This booklet provides guidelines for school planners and designers on the state requirements for space allocation in its K-12 public schools. Recommendations are included for various specialized facilities to assure that proper spaces can be provided beyond the typical classroom space. Guidelines are arranged under the categories of instructional, auxiliary, and service and structure spaces. Also included are guidelines for site development and planning, and a table of working heights and toilet fixture guidelines for educational occupancies. (GR)

ED 434 500 EF 005 617

Rules and Regulations: Minimum Schoolhouse Construction Standards.
PUB DATE- 92
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; *Facility Guidelines; Interior Space; Lighting; Plumbing; *Public Schools; *School Construction; School Maintenance; Site Selection; *State Legislation; *State Regulation
IDENTIFIERS- *Arkansas

Regulatory guidelines governing the minimum schoolhouse construction standards as well as rules for new construction applications, school site selection, and approval procedures are presented. Appendices (comprising 95 percent of the publication) document the following: educational space guidelines; planning for modern education; school construction laws; suggested measures for maintenance and housekeeping; and recommendations on restroom and plumbing fixtures and on school lighting. Concluding sections provide an example of a bid notice and the state agencies required by law for approving new school construction or addition plans. (GR)

ED 434 501 EF 005 618

North Dakota's School Construction Approval Process and School Construction Loan Approval Process Reference Guide.
PUB DATE- 98
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; *Facility Guidelines; Public Schools; *School Construction; School Districts; *State Legislation; *State Regulation; State Standards
IDENTIFIERS- Application Forms; Construction Grants; *North Dakota

laboratories to "correct" their language problems. LEP students are often lacking in self-confidence, are mocked by native English-speaking peers, and must become language brokers for their families. Suggestions made for ameliorating the situation include acknowledgement of the LEP population and teacher education in support of bilingual teachers and bilingual education. Contains 10 references. (MSE)

ED 434 522 FL 026 000

Hunston, Susan, Ed.
Language at Work. Selected Papers from the Annual Meeting of the British Association for Applied Linguistics (University of Birmingham, England, September 1997). British Studies in Applied Linguistics 13.
PUB DATE- 98
NOTE- 174p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Aerobics; Applied Linguistics; Bilingualism; *Business Communication; Culture Conflict; Discourse Analysis; English for Special Purposes; Foreign Countries; *Intercultural Communication; *Language Patterns; Language Research; *Language Role; Language Usage; Linguistic Theory; Physical Education; *Pragmatics; Questioning Techniques; Theory Practice Relationship; Translation; *Work Environment
IDENTIFIERS- Questions

Papers on the role of language in the work environment include: "Institutions, Writing and Talk in Environmental Discourse" (Greg Myers); "Negotiating Training: Shifting Participant Frameworks in the Workplace" (Kristina Bennert); "Relational Management in Chinese-British Business Meetings" (Helen Spencer-Oatey, Jianyu Xing); "A Pragmatic Approach to Language Use at Work" (Eunice Tang, Christina Ng); "Facework and Instructor Goals in the Step Aerobics Workout" (Judy Delin); "Translating across Cultures" (Susan Bassnett); "Why Isn't Translation Impossible?" (John E. Joseph); "Translation as Intercultural Conflict" (Stephen Thomas); "Insiders and Outsiders: Translating in a Bilingual Research Project" (Deirdre Martin, Jane Stuart-Smith, Kuldip Kaur Dhesi); "Opening Lines of Questions from the Floor" (Joan Cutting); "Why Ask Questions in Monologue? Language Choice at Work in Scientific and Linguistic Talk" (Susan Thompson); and "Practice into Theory: Catalysing Change" (J. R. Martin). (MSE)

ED 434 523 FL 026 001

Fawkes, Steven
Switched On? Video Resources in Modern Language Settings. Modern Languages in Practice 10.
PUB DATE- 98
NOTE- 89p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audiovisual Aids; Classroom Techniques; *Educational Technology; Foreign Countries; Instructional Materials; Media Selection; Modern Languages; *Second Language Instruction; *Television

The use of television as an instructional resource in modern language teaching is discussed. The book's purpose is to in terms of a foreground/background relation, where one aspect of the model is seen against the background of the model as a whole. These chapters address the following model components: students' prior experiences of learning; students' perceptions of their learning situation; students' approaches to learning; and students' learning outcomes. Chapter 7 focuses on teaching. It reports on recent research that links teachers' conceptions of teaching to their perceptions of their situation and their approach to teaching. The final chapter summarizes the implications of the model and findings for student learning, for teaching, and for academic development in higher education. The Approaches to Teaching Inventory is appended. (Contains approximately 140 references.) (DB)

ED 434 543 HE 032 236

Gray, Harry, Ed.
Universities and the Creation of Wealth.
PUB DATE- 99
NOTE- 183p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- College Role; *Economic Development; Economic Impact; *Economic Opportunities; Educational Economics; *Educational Trends; Foreign Countries; Higher Education; *School Business Relationship; *Trend Analysis; Universities
IDENTIFIERS- Canada; United Kingdom

The 11 papers in this book examine trends and possibilities concerned with contributions British universities can make to commerce and industry and thereby to the general economic good. Papers are grouped into two parts. In Part 1 papers discuss a new awareness of universities as positive economic engines for change, and in Part 2 papers offer examples and case studies. The papers are: (1) "Re-scoping the University" (Harry Gray); (2) "Knowledge Societies, Intellectual Capital and Economic Growth" (David Robertson); (3) "How Universities Can Thrive Locally in a Global Economy" (John Goddard); (4) "Measuring the Economic Impact of Universities: Canada" (Marc Trudeau and Fernand Martin); (5) "The Changing Relationship Between Higher Education and Small and Medium Sized Enterprises" (Martin Banks); (6) "The Role of Universities in Economic Growth: the ASEAN Countries" (Paul Milne); (7) "Universities and Communities: Cases from North-East England" (Derek Fraser); (8) "The Impact of a New University on its Community: The University of Warwick" (Michael Shattock); (9) "Salford University: An Historical Industrial Partnership" (Peter Brandon); (10) "The University of Sheffield's Regional Office: Forging Relationships Between a Traditional Civic University and Its Regional Community" (Marilyn Wedgwood and Brigitte Pemberton); and (11) "Towards the Community University" (Harry Gray). (Individual papers contain references.) (DB)

ED 434 544 HE 032 237

Toohey, Susan
Designing Courses for Higher Education.
PUB DATE- 99
NOTE- 227p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- College Graduates; Colleges; *Eligibility; Federal Aid; Federal Programs; Financial Aid Applicants; Loan Default; Loan Repayment; Need Analysis (Student Financial Aid); Postsecondary Education; *Program Administration; Student Financial Aid; Student Financial Aid Officers; *Student Loan Programs; Universities
IDENTIFIERS- *Family Education Loan Program; *Federal Direct Student Loan Program; Higher Education Act Amendments 1998; Loan Counseling

This guide is designed to provide student financial aid officers and other college administrators with an overview of the William D. Ford Federal Direct Loan and Federal Family Education Loan programs. Sections of the guide review recent changes to the programs encompassed in the Higher Education Act Amendments of 1998, as well as the guidelines for borrower and institutional eligibility, making loans, payments to borrowers, repayment, deferment and forbearance, loan discharge and forgiveness, delinquency and default, consolidation loans, default reduction measures, counseling students, and additional school requirements. Two appendixes provide directories of client account managers and guaranty agencies. (MDM)

ED 434 564 HE 032 292

Transfer Guide for Students, 1999-2000.
PUB DATE- 99
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Articulation (Education); College Transfer Students; Community Colleges; Curriculum; Curriculum Design; Guidance; Guidance Personnel; Higher Education; Institutional Cooperation; *Intercollegiate Cooperation; *Public Colleges; School Counselors; State Universities; *Transfer Policy; Transfer Programs
IDENTIFIERS- Community College of Rhode Island; *Rhode Island; Rhode Island College; University of Rhode Island

This guide is designed to provide students, faculty, and guidance personnel at Rhode Island's three public institutions of higher education (the University of Rhode Island, Rhode Island College, and the Community College of Rhode Island) with information needed to expedite transfer among institutions. It includes specific institutional transfer information, along with general education requirements at the three institutions. The guide also contains course transfer agreements and program transfer plans for various academic disciplines, along with program-to-program agreements. Two appendixes provide information of the Board of Governors for Higher Education policy for articulation and transfer and joint admissions agreements. (MDM)

ED 434 565 HE 032 293

Willemssen, Joel C.

institutions, all 24 public two-year institutions, 20 private not-for-profit institutions, and 9 for-profit institutions. The study is divided into two volumes. The first provides an overview of the report's findings, recommendations for improvements, and compares specific patterns at Virginia institutions with national norms. It is concluded that while Virginia institutions perform comparatively well, there is room for substantial improvement. The second volume, which comprises the study's detailed findings, is divided into five parts: part 1 examines the rationale for general education programs; part 2 describes the structure of general education programs; part 3 provides an analysis of course-taking patterns; part 4 addresses methods of assessment; and part 5 gives an overview of the process of change in the general education programs. (Contains 47 data tables.) (MDM)

ED 434 585 HE 032 363

Virginia Higher Education Performance Funding Model.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Budgeting; College Administration; Educational Finance; Educational Improvement; Educational Policy; *Financial Support; Higher Education; Institutional Evaluation; Models; Performance Factors; *Public Colleges; *State Aid; *State Universities
IDENTIFIERS- *Performance Funding; *Virginia

This report reviews the proposed Virginia Higher Education Performance Funding Model. It includes an overview of the proposed funding model, examples of likely funding scenarios (including determination of block grants, assumptions underlying performance funding for four-year and two-year institutions); information on deregulation/decentralization and block grants (focusing on procurement, personnel, real property management, management of tuition and fee revenue, accumulated balances, elimination of consolidated salary authorization, elimination of employment restrictions, and use of tuition and fee revenues associated with new enrollment); institutional accountability; technical adjustments; inflationary growth factors; base budget adequacy adjustment; incentive funding; and future performance measures. (MDM)

ED 434 586 HE 032 364

Farnham, David, Ed.
Managing Academic Staff in Changing University Systems: International Trends and Comparisons.
PUB DATE- 99
NOTE- 376p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College Faculty; Cross Cultural Studies; *Educational Administration; *Educational Policy; Foreign Countries; *Higher Education; Human Resources; Legislation; Public Policy; Teacher Salaries; Teaching (Occupation); Universities

This collection of 17 essays focuses on how faculty are employed, rewarded, and managed at universities in developed and

and management. Titles are: (1) "Prospect Research: Where It Came From, Where It's Headed" (Jonathan Lindsey); (2) "How To Set Up a Research Office: Getting the Go-Ahead, Getting Organized, and Getting To Know the Best Sources" (Brenda A. Eckles); (3) "Organizing and Using Research: From Setting Up Prospect Profiles To Calculating Giving Ability" (Claire Verrette); (4) "The Moves-Management System: An Overview for Advancement Services Professionals" (Judson Matthews); (5) The Nuts and Bolts of Gift Substantiation" (Patricia L. Reynolds); (6) "Tax Rules and Regulations: How the IRS Views Deductibility, Qualified Donees, and Usable Receipts" (Alison Paul); (7) "Accepting, Valuing, and Acknowledging Gifts of Securities" (Pamela Todd Fox); (8) "Corporate Matching Gifts: From Checking Eligibility To Increasing Their Use" (Blossom Gardner); (9) "Becoming a Good Steward: How To Form Your Rationale and Use the Basic Tools" (Debbie Meyers and Michael L. House); (10) "The Art of Saying Thank You" (Kelley Rickard); (11) "Ten Ways To Make Thank You Letters More Personal" (Judson Matthews); (12) "Evaluating and Selecting Primary Development Software" (Charlie Hunsaker and Jim Williamson); (13) "More on How To Survive a Computer Conversion" (Patricia L. Reynolds); (14) "Evaluating and Purchasing Support Software: Making a Smart Buy Even When You Know Little About a Program" (Kelley Rickard); (15) "Strategies for Linking Your Database with Your Website" (Brian Dowling); (16) "Document Imaging 101: Going Paperless Without Pain" (John Ley); (17) "Managing Technological Change" (Linda Bennett); (18) "Creating Comparative Reports: Three Ways To Track Progress in Your Fund-Raising Performance" (Madelyn Miller); (19) "Improving Office Communication: How Understanding Different Learning Styles Helps Get Your Message Across" (Vicky Medlock); (20) "Reconciling Advancement Services and Accounting: Five Principles To Help Explain the Relationship and End the Confusion" (Jan H. Shimshock); and (21) "Constructing a Productive Advancement Services Team" (Lynne Becker and Gail Ferris). A glossary is appended. (Most selections contain references). (CH)

ED 434 605 HE 032 383

Harris, April L.
Special Events: Planning for Success, Second Edition.
PUB DATE- 98
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Fund Raising; Higher Education; *Institutional Advancement; Lobbying; Marketing; *Organizational Communication; Private Financial Support; *Public Relations; Publicity; *School Community Relationship
IDENTIFIERS- *Special Events

This book is intended to serve as a practical reference tool for advancement services professionals, illustrating the importance of special events as a way to communicate with and personalize contact between the higher education institution and donors, community leaders, students, elected officials, and others. Each chapter offers comprehensive checklists, useful hints, and cautionary warnings that help sponsors create well-planned events that support the institutional mission, help achieve specific goals, showcase unique resources, find friends or

IDENTIFIERS- *Learning Communities

This book offers guidance for the development of learning communities at the college level. The book analyzes examples of learning communities at a wide variety of institutions, including research universities, commuter campuses, residential campuses, and four- and two-year institutions. Chapter 1 offers definitions and characteristics of learning communities and reviews research studies and policy reports supporting such environments. Chapter 2 discusses the historical influences, contemporary settings, and models of learning communities. Chapter 3 is the first of three chapters describing the types of transformative change necessary for learning communities to take root and flourish. It focuses on learning communities and the change process. The following chapter addresses learning communities and curriculum, while chapter 5 focuses on faculty roles and reward structures. Administrative partnerships necessary for effective learning communities are explained in chapter 6; this is followed by a discussion of the logistics of establishing learning communities in chapter 7. Chapters 8 and 9 address evaluation and assessment of learning communities. Chapter 10 offers some advice and reflections based on the authors' experiences as directors of learning communities at the University of Maryland and Temple University (Pennsylvania). (Contains approximately 110 references.) (DB)

ED 434 625 HE 032 403

Investing in the Future: Strategic Plan of the Board of Regents, State of Iowa, 1998.
PUB DATE- 98
NOTE- 165p.; Cover title is: "Investing in the Future: The Strategic Plan of the Board of Regents of the State of Iowa, 1998-2003."
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Accountability; Diversity (Student); Educational Objectives; Educational Quality; Higher Education; Institutional Mission; *Long Range Planning; Outcomes of Education; Special Schools; State Universities; *Strategic Planning
IDENTIFIERS- *Iowa

This document presents the strategic plan of Iowa's Board of Regents for the state's three institutions of higher education (and two special schools) for the next five years. Introductory information includes a statement of the document's purpose and overview, and the Board's mission statement, responsibilities statement, vision statement, and values statement. The Board culture statement, which emphasizes governance through delegation, a nurturing environment, academic freedom, and effective service, is followed by organizational charts for the Board, the Board office, and each institution. The following section identifies factors impacting upon the Board and the individual institutions; these include external factors (economic, social, technological, competition for students and faculty, geographic and demographic), and internal factors (institutional environment, students, curricular, facilities/equipment, finances, and faculty/staff). Next, 11 critical factors for success, four key result areas, and nine objectives are specified. Specific strategies and action steps are listed for each of the key result areas, which address quality, access, diversity, and accountability. A chart provides further planning detail, with an action plan for each action step, including responsible persons and timelines. Two

PUB DATE- 99
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23. 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Community Colleges; Higher Education; Institutional Characteristics; Long Range Planning; Models; Organizational Development; Private Colleges; Research Universities

This study examined the micro-level contextual factors that impact the process of large-scale, transformational, intentional change at institutions of higher education. The study used an organizational culture framework to examine use of change strategies from the "general" literature on change, to identify micro-level issues and strategies that facilitate transformational change, and to investigate the importance of and relationships among these micro-level issues and strategies. Ethnographic longitudinal methodology was used to examine organizational change at six institutions. Data analysis identified five themes: (1) certain strategies or conditions are central (senior administrative support, collaborative leadership, robust action, staff development, and visible action); (2) core and secondary strategies and conditions are interrelated; (3) sense-making emerged as the main vehicle for accomplishing transformational change; (4) balance is an important principle for effecting transformational change; and (5) culture of the campus appears to influence the change process. These principles are illustrated in two case studies depicting change at a community college and at an urban, private research university. Recommendations are made concerning the importance of institutions conducting internal analysis and reflection, the need for institutions to exploit and build upon interconnections, and the need to recognize that transformational change is about organizational sense-making. (Contains 36 references.) (DB)

ED 434 647 HE 032 426

Adelman, Clifford
The New College Course Map and Transcript Files: Changes in Course-Taking and Achievement, 1972-1993. Second Edition.
PUB DATE- 99
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Classification; *College Outcomes Assessment; Colleges; Community Colleges; *Courses; Degrees (Academic); Educational Attainment; Enrollment Trends; Higher Education; Longitudinal Studies; Majors (Students); Statistical Data; Time to Degree; Universities; Vocational Schools
IDENTIFIERS- High School and Beyond (NCES); National Longitudinal Study High School Class 1972

This report uses data from the National Longitudinal Study of the High School Class of 1972 and the High School & Beyond/Sophomores Study to summarize information on what is studied, where, and by whom, in the nation's colleges, community colleges, and postsecondary trade schools. Section 1 describes how the data is based on that which the taxonomy of courses and analyses of course-taking, credits, grades, comparison reports can be generated using the KMAT: external benchmarking compares an organization with the overall (multi-industry) KMAT database or a smaller customized group; internal benchmarking compares an individual or division within an organization with a group of their peers; and average benchmarking compares the average of a group or individuals within an organization with the overall KMAT database or a smaller customized group. Each of the five sections of the tool (leadership, culture, technology, measurement, and process) encompasses a set of knowledge management practices. (Contains 11 references.) (MES)

ED 434 666   IR 057 510

Edwards, Heather
GAELIC: Consortial Strategies for Survival.
PUB DATE- 98
NOTE- 7p.; In: The Challenge To Be Relevant in the 21st Century: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Pretoria, South Africa, June 1-5, 1998), Volume 18; see IR 057 503.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Consortia; Electronic Libraries; Foreign Countries; Higher Education; Integrated Library Systems; Library Automation; *Library Cooperation; *Library Networks; Shared Library Resources; Union Catalogs
IDENTIFIERS- Connectivity; South Africa (Gauteng)

This paper discusses GAELIC (Gauteng and Environs Library Consortium), a regional consortium of South African higher education libraries with the vision of creating a virtual library by linking together autonomous libraries via networks. Topics covered include: (1) GAELIC objectives; (2) selection of INNOPAC as the common library system for GAELIC libraries; (3) VAT (Value Added Tax) exemption; (4) connectivity, including the telecommunications network, Internet connectivity, and links to an INNOPAC union database; (5) implementation of Phase 1--conversion by six libraries to the new automated system; (6) resource sharing; (7) cataloging task group; (8) formal agreements; (9) strategic partnerships with UNINET (i.e., the academic network in South Africa), SABINET (South African Bibliographic and Information Network), and FRELICO (Free State Libraries and Information Consortium); and (10) benefits of belonging to GAELIC. (MES)

ED 434 667   IR 057 511

Frylinck, John; Williamson, Vicki
Avoiding the Reefs and Rips While Riding a Relevant Technology Wave into Rural Regions.
PUB DATE- 98
NOTE- 6p.; In: The Challenge To Be Relevant in the 21st Century: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Pretoria, South Africa, June 1-5, 1998), Volume 18; see IR 057 503.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

comprehensive assessment of the new structure and submit a report to the governor and Legislature on or before July 1, 1999. The report identifies the major implementation activities undertaken in the past five years and offers some recommendations. Major accomplishments include: (1) enactment of a $55 million Higher Education Technology Infrastructure Fund; (2) a significant increase in operating aid for community colleges; (3) a bond proposal that provides $550 million for capital improvements at four-year institutions; (4) development of a broad-based transfer and articulation agreement; (5) creation of a $1 million grant program to improve graduation and transfer rates for low-income or minority students; and (6) completion of a statutorily-required study of the capacity of the higher education system. (JJL)

ED 434 686   JC 990 551

Hughes, Teresa P.
Students Seeking Access to Four-Year Institutions: Community College Transfers Hearing Transcript .
PUB DATE- 97
NOTE- 112p.; Hearing conducted at California State University, December 3, 1997, before the California Senate Select Committee on Higher Education Admissions and Outreach. For "Background Information," see JC 990 552.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; *Community Colleges; Educational Development; Educational History; Educational Planning; Hearings; Higher Education; Intercollegiate Cooperation; Partnerships in Education; *State Legislation; *Transfer Policy; *Transfer Rates (College)
IDENTIFIERS- *California

This report presents the testimony and materials presented at the California Senate Select Committee on Higher Education Admissions and Outreach hearing, held on December 3, 1997. The main purpose of the hearing was to provide public awareness and information on the articulation and transfer rate of community college students. Witnesses at the hearing made a number of recommendations and insights regarding the community colleges and the services they provide to students. The publication provides a letter of transmittal, a list of witnesses, and the transcript of the testimony. Senator Teresa Hughes, who was also the chairperson presiding over the testimony, gave the opening statement. Charles Ratliff, Executive Director of California Postsecondary Education Commission, provides a historical overview of California's transfer students and programs. Dr. Alice Petrossian, Christopher Cabaldon, and Kathleen Nelson addressed the role of the student transfer. Making the transition happen is an issue addressed by several students -- Sandi Sawa, Caroline Walls, and Anthony Cannizzo -- who spoke of their own personal experiences at the community college. Four college and university administrators conducted a panel on enhancing student transfer. Senator Hughes ended the testimony with some closing remarks. (UWC)

ED 434 687   JC 990 552

Moore, Jamillah
Students Seeking Access to Four-Year Institutions: Community College Transfers Background Information .

arts, summer session, and the university press. Part 3 discusses the development of branch campuses and community colleges. Two chapters are devoted to the history of the Hilo and West Oahu campuses of the university and a third chapter describes the development of Hawaii's community colleges. A subsection is devoted to each of the seven community colleges and the Employment Training Center. The book contains five appendices: Presidents of the university; regents; student enrollment; degrees conferred; and faculty and staff. Contains 35 references plus notes on other sources. (RDG)

ED 434 706 JC 990 641

Settelmeyer, Gary
An Insider's Guide to Success in the Two-Year College.
PUB DATE- 99
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *College Choice; *College Preparation; *Community Colleges; *Educational Planning; Evaluation; Student College Relationship; Student Needs; Success; *Two Year College Students; Two Year Colleges
IDENTIFIERS- Success Rates (College Students)

This book is designed to impart advice to students or potential students on how to be successful at the community college. Chapter 1 discusses the major strengths and weaknesses of community colleges. Strengths include low cost, convenient location, service mission, student-centered learning environment, flexibility, and open admissions. Weaknesses identified are high percentages of part-time faculty, lower academic credentials of faculty, underprepared students, and fewer social activities. Chapter 2 discusses preliminary concerns for potential students to consider such as academic forgiveness policies, college accreditation, obtaining outside course credits, financial aid, course placement, and costs of supplies and books. Chapter 3 offers advice on selecting courses and programs of study. Chapter 4 is devoted to academic success and achievement. The author describes skills and behaviors that are correlated with achievement such as attendance, note taking, critical thinking, participation in study groups, use of office hours, syllabus evaluation and writing ability. Chapter 5 describes important people at the community college including counselors, faculty, advisory committees, and student organizations. Chapter 6 outlines common problems that a student might face such as improper faculty or student behavior, harassment, due process, and plagiarism. Chapter 7 provides information on job placement and lists the fastest growing careers. The book contains an appendix that lists accredited two-year colleges in the U.S., by state. (RDG)

ED 434 707 JC 990 642

California Community Colleges 1999-2000 Budget.
PUB DATE- 98
NOTE- 104p.; Cover page: "California Community College's 1999-2000 System Budget Proposals."
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

ED 434 207 CE 079 076

Thomas, Hywel; Belfield, Clive; Marr, Alan; Rikowski, Glenn
The Evaluation of Funding for the Development of Continuing Vocational Education (CVE). Report 98/44.
PUB DATE- 98
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Adult Students; *College Programs; College Role; *Continuing Education; Curriculum Development; Foreign Countries; Higher Education; *Lifelong Learning; Minority Groups; *Nontraditional Students; Outcomes of Education; Program Effectiveness; *Vocational Education
IDENTIFIERS- *England

Since 1994, the Higher Education Funding Council for England (HEFCE) has funded 97 projects aimed at meeting the lifetime learning needs of the workforce, expanding the availability of flexible teaching and learning, and encouraging an active role for higher education institutions in wealth creation and in regional and local development. An evaluation of the projects was conducted after 4 years, using structured data from a large sample of the projects, data from an in-depth study of a selected group of projects, and policy analysis within a historical and policy framework to determine the impact of funding the projects. The study found that the HEFCE funding was an enabling force for many of the higher education institutions to conduct the projects, and noted some of the following effects: (1) substantial curriculum and pedagogical innovation has flowed from the initiative; (2) recruitment and admissions to the continuing vocational education programs showed least development; (3) the range of evaluation, monitoring, and assessment procedures was extensive; and (4) development funding fostered a range of innovations, such as work-based learning, in-company mentoring, open and distance learning, accreditation of prior experiential learning, and multimedia instruction, and these innovations had a significant impact on widening participation and access for previously under-served groups. The analysis suggested a strong link between continuing vocational education and economic improvement and pointed to the need to continue and broaden such educational efforts and innovation. (Contains 31 references.) (KC)

ED 434 208 CE 079 116

Campbell, Clifton P.
Survey of Human Resource Development. Participant Handbook.
PUB DATE- 99
NOTE- 333p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Students; *College Programs; *Course Content; *Graduate Study; Higher Education; Human Resources; *Labor Force Development; Learning Activities; Pretests Posttests; Teaching Methods; *Training; *Training Methods

This document consists of course materials for adult participants in a graduate-level course in "Survey of Human Resource Development." Following an introductory section on training materials, including a course pretest, and an introduction to

PUB DATE- 97
NOTE- 131p.; Applied research project, Executive Fire Officer Program, National Fire Academy.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Attitudes; *Awards; *Fire Fighters; Fire Science Education; Praise; *Professional Recognition; Rewards
IDENTIFIERS- National Fire Academy MD

A study was conducted of the personal, professional, and organizational impact on persons receiving a National Fire Academy (NFA) Executive Fire Officer Applied Research Program Outstanding Research Award. A descriptive research methodology was used; a letter was sent to all 25 Outstanding Research Award recipients asking them to identify the personal, professional, and organizational impact of receiving their awards. Twenty-four award recipients responded, and text analysis and thematic analysis were conducted to determine the themes among the responses to the research questions. The results included 158 themes and 17 impacts. Under personal impacts, the three most frequently reported were self-confidence, pride, and professionalism. For the professional impact, professionalism, recognition, and opportunity were reported. Under organizational type, no self-reaction impact was identified; pride was the social reaction impact, and reputation was the material consequence impact. The following recommendations were made: (1) the NFA should publish articles in fire service magazines on the winners and their research; (2) a press kit should be developed for winners to use with their local media; (3) a letter of congratulations should be sent from the President of the United States to the winners; and (4) Congressional letters of congratulations from the winners' senators and representatives should be sent to the winners in order to enhance the professional impact of the reward. (KC)

ED 434 227 CE 079 216

Critical Thinking Skills.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; Adult Educators; *Adult Learning; Adult Literacy; Charts; Classification; Classroom Techniques; *Cognitive Processes; *Critical Thinking; Curriculum Development; Functional Literacy; Higher Education; Instructional Materials; *Integrated Curriculum; Learning Activities; Lifelong Learning; Literacy Education; Models; *Skill Development; Spreadsheets; Teacher Attitudes; *Thinking Skills
IDENTIFIERS- Blooms Taxonomy

This issue of a quarterly newsletter focuses on the theme of critical thinking skills. "Critical Thinking Skills: An Interview with Dr. Richard Paul" (Barbara Christopher) is the text of an interview in which the director of research at Sonoma State University's Center for Critical Thinking examines the meaning of critical thinking and the ways adult educators can incorporate it into their own and their students' everyday lives. "Using Charts as Thinking Tools" (Debbie Guerra) outlines a learning activity incorporating critical thinking, customer access to services. The Workforce Investment Act (WIA), passed in 1998, requires the formation of locally based one-stop service delivery systems to deliver many federally funded employment and training services. Four principles have guided development of the one-stop system: universal access, customer choice, service integration, and accountability. In contrast to the Job Training Partnership Act, which focused on providing training to economically disadvantaged individuals, the WIA requires delivery of one-stop services at three levels: core services, intensive services, and training services. Core services, which must be made available to all interested individuals, include access to career information resources. Intensive services include counseling, case management, and short-term prevocational services. Training services are reserved strictly for individuals who are unable to benefit through core and intensive services, with priority given to public assistance recipients and low-income individuals. The following are among the issues related to further development of the one-stop system: universal access to core services; collaboration with the welfare system; assessment of services; and serving employers. (Contains 10 references.) (MN)

ED 434 245 CE 079 251

Kerka, Sandra
New Directions for Cooperative Education. ERIC Digest No. 209.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Education; Change Strategies; *Cooperative Education; *Education Work Relationship; Educational Change; Educational Improvement; Educational Needs; Educational Practices; *Educational Trends; *Experiential Learning; *Integrated Curriculum; Postsecondary Education; Relevance (Education); Secondary Education; Trend Analysis; *Vocational Education; Work Experience
IDENTIFIERS- ERIC Digests

From its beginnings in 1906, cooperative education has evolved into a program offered at the secondary and postsecondary levels in two predominant models: (1) students complete multiple cycles of equal periods of academic coursework and paid employment; and (2) students' school day is split between school (usually in the morning) and work (usually in the afternoon). Despite informal and anecdotal evidence that cooperative education benefits students in numerous ways, documentation of cooperative education's benefits through empirical research has been difficult for several reasons. Although some institutions are fully dedicated to the cooperative education ideal, many others view cooperative education as an add-on and, therefore, as a target for cost cutting. Several researchers have pointed out that social, economic, and historic forces are making cooperative education more relevant than ever. It has been suggested that cooperative education be redesigned as a curriculum model linking work and academics by fostering self-directed learning, reflective practice, and transformative learning and integrating school and work experiences that are grounded in adult learning theories. Because cooperative education is inherently committed for training beyond areas represented by local employment; the need for flexible yet effective alternatives for delivering UET to small, scattered client groups; staff development, support, and retention in remote areas; and appropriate performance measures for UET in rural and remote Australia. Seven issues identified for UET in non-metropolitan Australia and further research questions related to each issue have been identified. (Contains 85 references.) (YLB)

ED 434 264 CE 079 301

Anderson, Damon
Developing the Training Market of the Future. A Review of Research Literature Prepared as a Submission by NCVER to the Australian National Training Authority.
PUB DATE- 97
NOTE- 36p.; Funded by the National Research and Evaluation Committee.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Competition; Educational Demand; Educational Finance; Educational Research; Enrollment Influences; Federal Aid; Foreign Countries; *Free Enterprise System; Government Role; *Job Training; Labor Market; Marketing; Postsecondary Education; Secondary Education; State Aid; Supply and Demand; Technical Institutes; *Training Allowances; *Vocational Education
IDENTIFIERS- TAFE (Australia)

Empirical evidence is insufficient to support or refute claims that increased competition in the training market in Australia will produce the benefits proponents claim or the severe drawbacks upon which opponents speculate. Research about strengthening demand suggests competitive processes would be feasible in most areas. Research is conclusive about the need for much better information for the effective operation of the training market, but is limited on the role of intermediaries. The literature on increasing the responsiveness of supply in the training market suggests a range of reforms aimed at promoting a more direct customer/training provider relationship, and greater devolution of responsibility and accountability for training decisions to the actual point of delivery is needed to improve market operation. Economists disagree about the degree to which governments, employers, or individuals should meet training costs. There is widespread agreement that training is a shared responsibility between employers and employees, but significant differences exist about the role of governments in investing in training. Research on the role of technical and further education (TAFE) in a competitive training market consistently points to the need to allow TAFE to compete on a level playing field with private training providers. The predominant theme in the literature regarding regulation is the need for greater simplicity, flexibility, and accountability at the interface between provider and client in administrative and regulatory reforms in the training market. (Contains 65 references.) (YLB)

ED 434 265 CE 079 302

Schofield, Kaye; Dryen, Robyn
Equity Performance Measures for Women in VET. Report to the Ministerial Council on Education, Employment, Training and Youth Affairs Vocational Education, Employment and Training, Women's Taskforce.

IDENTIFIERS- Balanced Budget Act 1997; *Childrens Health Insurance Program; *Medicaid

Medicaid is the key source of health insurance for those who would otherwise have to rely solely on emergency rooms and public health clinics for services. This report provides an overview of Medicaid programs and the newly enacted Children's Health Insurance Program (CHIP), and outlines the implications of key program provisions for professional counselors and consumers. A state-by-state chart indicates if Medicaid fee-for-service direct reimbursement is provided for professional counselors, psychologists, and clinical social workers. The chart also provides contact information for the offices in all 50 states that handle Medicaid. Summaries of waiver programs that affect the delivery of mental health and substance abuse services are included for all 50 states. A second chart lists state CHIP program contacts, recent actions, and anticipated funding for all 50 states. (MKA)

ED 434 284 CG 029 445

Managed Care: A Primer on Issues and Legislation.
PUB DATE- 97
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Costs; Counselor Role; *Federal Legislation; Federal Regulation; *Health Insurance; *Health Maintenance Organizations; *Health Services; *State Legislation; State Regulation
IDENTIFIERS- Employee Retirement Income Security Act; *Proposed Legislation

This report is designed to familiarize American Counseling Association members with the concepts and terminology of managed care, and the various options for regulating managed care to safeguard the interests and rights of professional counselors and their clients. Topics covered in this report include controlling costs, private sector oversight, growing federal interest in regulation of managed care, and coalition efforts. Summaries of New York's Managed Care Law and the Patient Access to Responsible Care Act (PACRA) of 1997 are provided. A glossary of managed care terms and information on the Employee Retirement and Income Security Act and the Mental Health Bill of Rights are also provided. A sample letter in support of PACRA and a copy of Bill S.644 proposed to amend PACRA are included. (MKA)

ED 434 285 CG 029 465

Wiley, Mary J.; Rios, Hector M.
The Collaborative Problem Solving Process: Academic and Behavioral Intervention.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Convention and Exposition of the National Association of School Psychologists (31st, Las Vegas, NV, April 6-10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; *Behavior Problems; Case

ED 434 304 CS 013 647

Ediger, Marlow
Reading in the Primary Grades.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Phonics; Picture Books; Primary Education; Reading Aloud to Others; *Reading Instruction; *Reading Strategies; *Student Needs; *Teacher Role
IDENTIFIERS- Big Books; Shared Book Experience; Word Banks

This paper urges primary grade teachers to be certain that pupils are off to a good start in reading. A fundamental goal of beginning reading instruction should be to move each child toward the understanding that readers reconstruct texts by using multiple strategies to interpret the language encoded in print and, at the same time, to make it possible for the child to do this by providing information that will enable construction of appropriate strategies. It considers the ways a teacher can stimulate young children to read, such as using experience charts in class; using the Guided Listening Thinking activity to choose a library (picture) book to read; or using the shared book (Big Book) experience. According to the paper, phonics should not be taught for its own sake but rather to assist learners to unlock unknown words. The paper suggests word banks for young readers and storybook time every day when the teacher reads orally to the pupils. The paper also recommends sustained silent reading as offering a positive model for reading. It cautions that the primary grade reading teacher needs to have all pupils experience initial successes with continual optimal progress emphasized for each child. (Contains 11 references.) (NKA)

ED 434 305 CS 013 659

NAEP State-by-State: Cautious Conclusions.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Comparative Analysis; Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Tests; *Standardized Tests; *Test Interpretation; Test Results; Test Use
IDENTIFIERS- *National Assessment of Educational Progress; *State Reading Assessments

The state-by-state comparisons of results on the 1998 National Assessment of Educational Progress (NAEP) present the literacy community with some good news and a bit of a puzzle: scores have improved, but the results cannot provide answers as to why one grade or state is doing better or worse than in the past. State-by-state results show that Colorado, Connecticut, Kentucky, Maryland, South Carolina, Virginia, and Washington were among the states that made statistically significant gains from 1994 to 1998. Many experts questioned suggestions that states with strong standards movements improved, noting that standards have not been in place long enough. Comparisons across states are also dangerous in that data cannot be used to suggest specific reading instruction strategies unless the

profile options are provided for reporting and displaying results. The Examiner's Manual contains detailed information on the development and standardization underlying the reading battery. Technical data, including reliability and validity data, are reported in that manual. A Test Book, 2 blank Test Records, norm tables, the Examiner's Manual, and an audiocassette comprise the reading battery. (RS)

ED 434 328 CS 013 723

Guthrie, Phyllis
Knowledge through Humor: An Original Approach for Teaching Developmental Readers.
PUB DATE- 99
NOTE- 48p.| Paper presented at the Annual Meeting of the National Institute for Staff and Organizational Development International Conference on Teaching and Leadership Excellence (Austin, TX, May 23-26, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cartoons; Classroom Techniques; *High Risk Students; Higher Education; *Humor; Instructional Effectiveness; *Reading Difficulties; Reading Teachers; *Remedial Reading; Student Educational Objectives; Student Needs
IDENTIFIERS- Knowledge Acquisition

This paper suggests that developmental reading teachers could benefit from a little laughter or a little humor in their courses, since they teach subject matter no one wants to hear or read about to students who resent being placed in the classes, and they must do this well enough so that their students will pass a test they have already failed once. The paper elaborates on some of the ways that humor can be used systematically by most college instructors. It presents a compilation of several studies and informal research to determine exactly what separates good students from poor ones in the area of reading and offers a synopsis of a comparison of two at-risk entering freshmen to point out that goals and attitudes seem to make the most difference between college success and failure. The paper then advances the thesis that cartoons have several distinct advantages for instructional purposes even beyond the opportunity to provide background information, and it provides a rationale and detailed examples of the use of cartoons. (Contains 5 notes, 28 references, a sample unit, and 2 sample background assessment instruments.) (NKA)

ED 434 329 CS 013 724

Balajthy, Ernest; Reuber, Kristin; Damon, Corrine J.
Using Computers for Intervention and Remediation of Severely Reading-Impaired Children in a University Literacy Clinic.
PUB DATE- 99
NOTE- 30p.| Paper presented at the Annual Meeting of the International Reading Association (44th, San Diego, CA, May 2-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Students; *Classroom Techniques; Journal Writing; *Low Income Groups; Portfolios (Background Materials); Primary Education; *Reading Instruction; *Reflective Teaching; Socioeconomic Status; Spelling; Student Evaluation; *Writing Instruction; Writing Workshops
IDENTIFIERS- Shared Reading

Aiming to disprove the media's insistence that American schools are typically ill-equipped to teach children from low-income neighborhoods, this book describes a primary school teacher's use of a blend of meaningful and interesting reading material, early writing practice, speaking, and explicit instruction. It describes teaching methods in great and practical details--everything from getting the classroom ready for a new school year, to developing strategies for shared reading, to establishing a "writing studio." Samples of student work, plus narratives of how bilingual and English-only students rise to new challenges, offer illustrations of the teacher's methods in action. Assessment practices for closely monitoring students' progress are outlined in the book, as well as novel ways to implement and maintain diagnostic and student-kept literacy portfolios. Chapters in the book are: (1) Creating and Readying; (2) Planning and Starting; (3) Shared Reading; (4) Quiet Reading; (5) Nightly Reading and Partner Reading; (6) Book Talks; (7) Monitoring Progress; (8) Struggling Readers; (9) Quiet Writing and Writing Notebooks; (10) Journals; (11) Developing a Writing Workshop; (12) Monitoring Progress; (13) Struggling Writers; (14) Spelling; and (15) Portfolios: Building a Literacy History. (Contains 51 references; appendixes contain numerous sample letters, homework forms, lists of favorite books of various genres, recommended resources for primary teachers, and checklists.) (RS)

ED 434 352   CS 216 910

Graves, Richard L., Ed.
Writing, Teaching, Learning: A Sourcebook.
PUB DATE- 99
NOTE- 354p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; Childrens Writing; Elementary Secondary Education; *Rhetoric; Spirituality; Writing Achievement; *Writing (Composition); *Writing Instruction; Writing Processes

More than a sourcebook, this fourth (and retitled) edition of "Rhetoric and Composition" celebrates the writing-teaching process, reflecting the best writing about the teaching of writing published during the 1990s. Of the 32 essays in the book, only 7 appeared in the earlier editions; 25 of the essays are new to this sourcebook. All essays were previously published in scholarly journals or monographs. Essays in the book are: "The Winds of Change: Thomas Kuhn and the Revolution in the Teaching of Writing" (Maxine Hairston); "Pedagogy of the Distressed" (Jane Tompkins); "What Do We Know about the Writing of Elementary School Children?" (Julie M. Jensen); "On Stories and Scholarship" (Richard J. Murphy, Jr.); "Laura's Legacy" (Carol S. Avery); "Writing for Life: Language Arts in the Middle" (Linda Rief); "Scott's Gift" (Peggy A. Swoger);

majority of graduates had been exposed to traumatic incidents in their job assignments. Responses suggest the need for more professional support for the personal trauma journalists may experience. (Contains a figure and a 4-item bibliography.) (NKA)

ED 434 373   CS 510 129

Berry, D. Leigh
Comprehension and Recall of Internet News: A Quantitative Study of Web Page Design.
PUB DATE- 99
NOTE- 39p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, LA, August 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Higher Education; *Hypermedia; Journalism Research; *News Media; Reader Text Relationship; *Reading Comprehension; *Recall (Psychology); *World Wide Web
IDENTIFIERS- *Web Pages

This experimental study examined the effects of multimedia on Internet news readers, in particular focusing on Web site design and its effect on comprehension and recall of news stories. Subjects (84 undergraduate students) viewed one of two versions of the same Web site--one with multimedia and one without. The Web site consisted of six stories not heavily covered in the media from the categories of local news, national news (politics), international news, sports, health and human interest (people). Text and images on both sites were identical, except that on the plain site audio and/or video enhancements of the multimedia site were transcribed and placed in the same location in the story as on the multimedia site. This made it possible to determine the influence on comprehension and recall of the presence or absence of the audio and/or video files. Dependent variables were comprehension, recall, or response to site. A post-test measured comprehension and recall. Findings did not support a significant difference in comprehension, recall, or response arising from presence or absence of multimedia. Comprehension and recall with regard to items such as current events knowledge, gender, and advertisements are also discussed. Short discussions of information gathered on other factors (time of day, style of writing, interest, sex of the subject, stories read first and last, and number of advertisements remembered from each site) are also presented. Contains 41 references and 7 tables of data. (SR)

ED 434 374   CS 510 130

Kelleher, Tom; Dodd, Julie E.
Students' Use of E-Mail in an Undergraduate Public Relations Course.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, LA, August 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Electronic Mail; Higher

This separation has now come into question with the rise of the school privatization movement and competition among schools. The increasing influence of private schools, vouchers, and individual choice has led to extensive litigation. Key cases involve the protection of privately funded religious education, the practice of religion in public schools, and the denial of religious instruction in public schools. The paper then covers current court cases in Wisconsin, Ohio, Vermont, Maine, Arizona, and other states. Often obscured by fine legalistic distinctions, the fundamental question remains whether education is for the common good or for individual good. (Contains 29 references.) (RJM)

ED 434 395 EA 030 056

Legislative Council Staff Report on School District Size Factors. Report to the Colorado General Assembly. Research Publication No. 451.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Financial Policy; *School District Size; School District Spending; School Districts; State Aid
IDENTIFIERS- *Colorado

This document examines Colorado's size factor, which is intended to compensate for differences in per-pupil costs that are attributable to economies of scale; the formula provides additional money based on each district's enrollment. The report is organized by the following three areas: (1) background on Colorado's size factor, including a description of the formula, a summary of changes in the factor over time, and a comparison with similar factors in other states; (2) a review of the actual factors and the funding that is driven by the factors in Fiscal Year 1999-00; and (3) a review of research and literature on economies of scale in general. The report focuses on changes to the size factor under the School Finance Act and offers a synopsis of 10 states that incorporated a size factor in their school-finance formulas. It shows how measures of economies of scale were taken and what the impact of the size factor on per-pupil funding would be. The findings reveal that in Fiscal Year 1998-99, the size factor contributed $121 million toward total programs, or nearly 4 percent of the total funding provided through Colorado's School Finance Act. Districts with the fewest pupils received the largest size factor. On average, the size factor added $186 to per-pupil funding. Three appendices show how to calculate size factors and feature other information. (RJM)

ED 434 396 EA 030 057

Charter Schools: ED-Sponsored Charter School Research and Demonstration Programs. Research Today.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Charter Schools; *Educational Assessment; Educational Improvement; Elementary Secondary Education;

goals, and promoting student reflection. The final approach, student-led conferences, features an exposition of the benefits of student-led conferences, such as parent and teacher benefits. Ways in which student-led conferencing can function in practice are detailed. (Contains 33 references.) (RJM)

ED 434 415 EA 030 079

Funkhouser, Janie E.; Stief, Elizabeth A.; Allen, Stacy E.
Title I School-Parent Compacts: Supporting Partnerships To Improve Learning. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Economically Disadvantaged; Educational Change; Educational Innovation; Elementary Secondary Education; Low Income Groups; National Surveys; *Parent School Relationship; Program Evaluation
IDENTIFIERS- *Elementary SEcondary Education Act Title I; *School Parent Compacts

The study reported here was designed to describe Title I school-parent compact development and implementation across a sample of five schools with promising compacts. The four findings and guidelines for developing compacts highlight the varied experiences of five Title I schools, each of which demonstrates a broad base of support for strong partnerships to help all children achieve high standards. The findings are intended to help schools develop effective compacts and strengthen parent-involvement practices. For the study, 150 compacts from Title I elementary and secondary schools from across the country were requested. Compacts were examined to determine who was responsible for student progress and other issues. Five compacts from the most promising schools were selected. The results show that all five schools adopted a broad definition of the school-parent compact as one part of a comprehensive partnership between schools and families. Stakeholders in all five schools reported an active, inclusive development process, and they measured success in how the compacts were used--each school tried varied strategies to keep the compact visible and on the agenda, which proved a difficult challenge for stakeholders. Finally the schools' stakeholders viewed their compacts as a "work in progress" and planned for early and regular evaluation. (RJM)

ED 434 416 EA 030 080

Broughman, Stephen P.; Colaciello, Lenore A.
Private School Universe Survey, 1997-98.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Enrollment Trends; *National Surveys; Parochial Schools; *Private Schools; *School Demography; Statistical Data; Tables (Data)

require a functional assessment and a behavioral plan), the child's language needs (especially if the child has limited English speaking ability), the child's need for instruction in Braille and the use of Braille, the child's communication needs and instructional objectives, and the child's need for assistive technology. (DB)

ED 434 435   EC 307 433

Burnette, Jane
Student Groupings for Reading Instruction. ERIC/OSEP Digest E579.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cross Age Teaching; *Disabilities; *Grouping (Instructional Purposes); Inclusive Schools; Instructional Effectiveness; *Learning Disabilities; *Peer Teaching; Reading Difficulties; *Reading Instruction; *Small Group Instruction
IDENTIFIERS- ERIC Digests

This digest summarizes research on methods of student grouping in reading instruction other than whole-class instruction and ability grouping. Peer tutoring and reciprocal-role tutoring have been demonstrated to be effective for students with learning disabilities because they are allowed to be either tutors or tutees. Cross-age tutoring has been found to be particularly effective for the older tutors, including tutors with disabilities. Small learning groups (groups of three to four students) have been found to be more efficient than larger groups of five to seven students, but most of these studies have not included students with disabilities. Finally, a combination of grouping formats offers promise for teaching students with disabilities in inclusive settings. (DB)

ED 434 436   EC 307 434

Hanson, Marci J.
Early Transitions for Children and Families: Transitions from Infant/Toddler Services to Preschool Education. ERIC Digest E581.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Agency Cooperation; Change Strategies; *Disabilities; *Early Childhood Education; *Early Intervention; Infants; *Integrated Services; Models; Parent Participation; Parent School Relationship; Research and Development; Staff Role; Theory Practice Relationship; Toddlers; *Transitional Programs
IDENTIFIERS- ERIC Digests; *Individualized Transition Plans

This Digest summarizes what is known about the successful transition of children with disabilities from infant/toddler services to preschool education. The ideal transition process

Children" (Carla A. Peterson); (8) "Functional Approaches to Low Incidence Populations" (Diana M. Browder, Timothy Minarovic, Edward Grasso); (9) "Developing Effective Program Plans for Students with Disabilities" (Lee Kern, Glen Dunlap); (10) "Curriculum-Based Evaluation: Finding Solutions to Educational Problems" (Kenneth W. Howell, Scott C. Hazelton); (11) "Providing Noncategorical, Functional, Classroom-Based Supports for Students with Disabilities: Legal Parameters" (David P. Prasse; Judy A. Schrag); and (12) "Disability Determination in Problem Solving Systems: Conceptual Foundations and Critical Components" (W. David Tilly, III, Daniel J. Reshchly, Jeff Grimes). (Individual chapters contain references). (DB)

ED 434 455 EC 307 453

Anderson, Nancy; Easterbrooks, Susan R.
Current Status of Educational Interpreter Certification for Students Who Are Deaf or Hard of Hearing.
PUB DATE- 99
NOTE- 9p.; Paper resented at the Annual Conference of the Council for Exceptional Children (Charlotte, NC, April 16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Certification; *Deafness; Elementary Secondary Education; *Inclusive Schools; *Interpreters; Minimum Competencies; *Occupational Information; *Personnel Needs; Rural Schools; State Standards; Training; Work Environment

This report summarizes the outcomes of a National Task Force on Educational Interpreting that was established to examine and clarify roles and responsibilities, training and certification, working conditions, and other issues and needs concerning the involvement of educational interpreters in regular education environments. The task force found: (1) educational interpreters need to be recognized as members of the educational team; (2) the increasing number of students with deafness enrolled in the mainstream has caused a crisis in availability of prepared professionals; (3) many students have no interpreter or an underqualified interpreter; (4) many systems do not have supervisory staff with sufficient expertise to evaluate educational interpreters; and (5) job descriptions for educational interpreters vary greatly from one setting to another. The task force recommended the development of certification standards and the promotion of these standards to the states. Since that time, 11 states have developed and implemented standards. The problem of availability of personnel remains critical. The report discusses the roles and responsibilities of the educational interpreter, special problems in the rural environment, the use of teachers of students with deafness as interpreters, and the role of the National Clearinghouse for Professions in Special Education. (CR)

ED 434 456 EC 307 454

Kissamis, Christine A.
Improving Retention with the Mentally Disabled.
PUB DATE- 99
NOTE- 45p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English

Childhood Education; *Educational Technology; Technological
  Advancement
  Four issues of "ACTTive Technology" include major articles, editorials, suggested curriculum activities, reviews of software and educational media, early childhood and technology news items, and conference calendars. Major articles include: "Teaching and Learning with Technology" (Joyce Johanson); "Use Switches and Alternate Keyboards To Add Music and Dramatic Play to Your Classroom" (Amy Betz and Judy Potter); "Effective Classroom Conditions Promote Emergent Literacy"; "Let's Get Physical with Science" (Susan Schoon); "IDEA and Access to the General Education Curriculum: An Early Childhood Perspective" (Patricia L. Hutinger); "When Young Children Use the Internet: A Report of Benefits for Families, Children, and Teachers" (Letha Clark); "Use Technology To Study Nature" (Amy Betz); and "Companies Offer Statewide Licenses for Software Writing Tools." (Some articles contain references.) (DB)

ED 434 476   EC 307 474

Avoiding an IEP Disaster: Parts 1-6. Videotapes .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Administrator Role; *Blindness; Child Advocacy; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Individualized Education Programs; Parent Role; Student Attitudes; *Student Educational Objectives; Student Evaluation; Teacher Attitudes; Videotape Recordings; Visually Impaired Mobility
IDENTIFIERS- *Individuals with Disabilities Education Act

  This set of six videotapes provides a comprehensive guide to meetings to develop Individualized Education Programs (IEP) for students who are blind. The tapes include reenactments of IEP meetings, conferences with experts, and the views of a variety of participants. Emphasis is on requirements of the Individuals with Disabilities Education Act (IDEA) and practical ways to develop a useful IEP document. Individual tapes focus on the following aspects of IEP development: (1) "Tips for Parents, Teachers, and Advocates"; (2) "Administrative and Legal Perspectives"; (3) "Perspectives from Parents and a Blind Student"; (4) "Perspectives from Advocates"; (5) "The Paraprofessional and Teacher Perspective"; and (6) "Perspectives from a Teacher of the Blind and Visually Impaired and an Orientation and Mobility Specialist." (DB)

ED 434 477   EF 005 342

Turner, William A.
Healthy Building Design for the Commercial, Industrial, and Institutional Marketplace.
PUB DATE- 99
NOTE- 16p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

This guide is a reference for North Dakota school district personnel. It includes all documents related to the subjects of school construction approval for schools under, and over, $150,000; construction loans, including application forms which can be reproduced; and the timelines for both processes. School facility plan forms are provided to guide school districts in the development of sophisticated, conclusive, and supportive documentation for proposed school facility projects. Also included are North Dakota Statutes related to the Joint Powers Agreement, School Construction Approval, State School Construction Fund and Loans, Selling Evidence of Indebtedness, and the Competitive Bidding Process. (GR)

ED 434 502 EF 005 619

Corn, Jacqueline Karnell
Environmental Public Health Policy for Asbestos in Schools: Unintended Consequences.
PUB DATE- 00
NOTE- 141p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Asbestos; Construction Materials; *Educational Facilities; Elementary Secondary Education; Policy Formation; *Public Health; *Public Policy
IDENTIFIERS- *Health Hazards

This book explores the history of asbestos in schools and buildings and how this issue shaped the development of public health policy. It provides insight into past policy including how and why action was taken and who caused it to be taken; it also offers guidance for the scientific and regulatory communities in the future. While explaining technical concepts in everyday language, the book also provides insight into the politics of environment and highlights how the issue of asbestos influenced the development of environmental policy and its implications for other potential health hazards. Also examined are the roles of school administrators, labor unions, the Congress, the courts, environmentalists, scientists, school agencies, and ordinary citizens in the resolution of asbestos in schools. (GR)

ED 434 503 EF 005 620

Bar, Laurel; Galluzzo, Judith
The Accessible School: Universal Design for Educational Settings.
PUB DATE- 99
NOTE- 73p.; Additional contribution provided by Suzanne D. Sinift.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (For Disabled); *Educational Facilities Design; Elementary Secondary Education; *Facility Guidelines; Federal Legislation; *Federal Regulation; *Public Schools; School Safety
IDENTIFIERS- Americans with Disabilities Act 1990

This book provides practical reasons for the Americans with Disabilities Act requirements for accessibility of school support teachers in thinking about the principles underlying television use in the classroom, suggest some practical strategies for using broadcast resources from the earliest instructional stages, examine various instructional outcomes, and present suggestions for achieving them. Chapter one looks at the rationale and principles for television use, and gives some background on educational recordings in the United Kingdom. Chapter two gives general information on the selection, evaluation, and storage of television resources. Chapter three addresses setting the scene in the classroom for television use, and determining how and when to use videos, and chapter four explores the different types of programs available and how they can be exploited. Chapter five considers how to integrate television with existing materials and curriculum, creating lessons, and departmental planning issues. Practical issues in tape and equipment management, storage, and preservation are the focus of chapter six. Specific classroom procedures and approaches are outlined in chapter seven. The final chapter contains checklists and forms for the teacher to use in assessing, using, and designing instruction with video resources. Contains 15 references. (MSE)

ED 434 524 FL 026 002

Broeder, Peter; Extra, Guus
Language, Ethnicity and Education: Case Studies on Immigrant Minority Groups and Immigrant Minority Languages. Multilingual Matters 111.
PUB DATE- 99
NOTE- 138p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Arabic; Berber Languages; Case Studies; Chinese; Demography; Elementary Secondary Education; English; *Ethnicity; Family Environment; Foreign Countries; Hindi; *Immigrants; Language Maintenance; *Language Minorities; Language Research; *Language Role; Malay; Migrant Children; Minority Groups; Public Education; Questionnaires; *Sociolinguistics; Spanish; Surveys; Turkish; Uncommonly Taught Languages
IDENTIFIERS- Canada; *Europe; European Union; Papiamento; Romansh; South Africa; Surinam; United States

Immigrant minority groups and immigrant minority languages in Europe are viewed from three perspectives (demographic, sociolinguistic, and educational) through case studies. The first part, using a demographic approach, includes research on immigrant minority groups in population statistics of both European Union and English-dominant countries (Australia, Canada, United States, South Africa) with substantial immigrant populations. The second part, using a sociolinguistic approach, examines the vitality of immigrant minority languages. Research methods are first explained, and case studies are presented for Turkish, Arabic, Berber, Papiamentu, English, Sranan/Surinamese, Chinese, Malay, Spanish, Hindi, and Romansh. The third part looks at case studies on the status of minority languages in education in European Union countries (Belgium, France, Germany, Great Britain, Netherlands, and Sweden). Appended materials include a home language survey questionnaire and instructions, a questionnaire on immigrant minority language instruction in compulsory education, and the text of a directive of the Council of the European Communities on the schooling of children of migrant workers. Contains 88

DESCRIPTORS- *Course Objectives; *Course Organization;
*Curriculum Development; Educational Objectives; Foreign
Countries; *Higher Education; Teaching Models

This guide is intended for teachers who want to learn more about educational design of college courses. Chapter 1 identifies various pressures for change in designing courses and urges creation of conditions that foster deep learning. Chapter 2 examines various models of the course design process. Chapter 3 discusses beliefs, values and ideologies in course design, such as the traditional or discipline-based approach, the performance or systems-based approach, and the socially critical approach. Chapter 4 suggests research techniques for gathering information to make decisions about course goals and content. Chapter 5 discusses various course structures, including structure based on the logic of the subject matter; performance-, role-, and competence-based structures; project-, inquiry- or problem-based structures; and structure based on key (overarching) concepts, themes, or intellectual abilities. Chapter 6 considers ways to make learning opportunities more flexible, such as flexible entry and exit, alternative entry routes, and flexible delivery. Chapter 7 offers guidelines for formulating goals and objectives for units of study; and Chapter 8 discusses the variety of possible teaching strategies in the context of a five-step model of learning. Chapter 9 describes and compares various assessment approaches. The final chapter, Chapter 10, offers guidance for implementing the new course. (Contains approximately 150 references.) (DB)

ED 434 545 HE 032 238

Brown, Sally, Ed.; Glasner, Angela, Ed.
Assessment Matters in Higher Education: Choosing and Using
Diverse Approaches.
PUB DATE- 99
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General
(020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)
DESCRIPTORS- *Competency Based Education; *Educational
Assessment; Educational Innovation; *Evaluation Methods;
Foreign Countries; *Higher Education; Portfolio Assessment;
Self Evaluation (Individuals); *Student Evaluation; *Systems
Approach

This book presents 16 papers on assessment in higher education grouped into four sections on: first, systems approaches to assessment; second, the effectiveness of innovative assessment; third, assessing practice; and fourth, autonomous assessment. The included papers are: (1) "Institutional Strategies for Assessment" (Sally Brown); (2) "Innovations in Student Assessment: A System-wide Perspective" (Angela Glasner); (3) "Assessment and Evaluation: A Systems Approach for Their Utilization" (T. Dary Erwin); (4) "Using Assessment Strategically to Change the Way Students Learn" (Graham Gibbs); (5) "Why Assess Innovatively?" (Phil Race); (6) "The Experience of Innovative Assessment: Student Perspectives" (Liz McDowell and Kay Sambell); (7) "Biases in Marking Students' Written Work: Quality?" (Neil D. Fleming); (8) "Assessing Practice" (Sally Brown); (9) "Assessment of Key Skills" (Garth Rhodes and Freda Tallantyre); (10) "Using Portfolios for Assessment in Teacher Preparation and the Health Sciences" (Gill Young); (11)

Year 2000 Computing Crisis: Significant Risks Remain to Department of Education's Student Financial Aid Systems. Testimony before the Subcommittee on Oversight and Investigations, Committee on Education and the Workforce, House of Representatives.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Software; Computers; Contingency Management; Higher Education; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Department of Education; *Year 2000 (Programming)

This testimony discusses the risks faced by the U.S. Department of Education due to the year 2000 (Y2K) computing crisis, focusing on student financial aid systems, the actions the Department has taken in recent months to address these risks, and the key issues the Department must deal with if its computer systems are to be ready for the century change. The report maintains that the Department faces major risks of Y2K failures severely disrupting the student financial aid delivery process, including delaying disbursements and application processing. Further, because of systems interdependency, repercussions from Y2K-related problems could be felt throughout the student financial aid community--a network that includes students, institutions of higher education, financial organizations, and other government agencies. The testimony notes that while the Department is accelerating its program, it remains in a position of playing catch up due to its late start in implementing a comprehensive Y2K program. The report concludes that the Department must focus on developing appropriate contingency plans to ensure business continuity in the event of key systems failures. An appendix includes a list a related General Accounting Office reports and testimony addressing the Y2K crisis. (MDM)

ED 434 566 HE 032 294

Hirsch, Werner Z., Ed.; Weber, Luc E., Ed.
Challenges Facing Higher Education at the Millennium. American Council on Education/Oryx Press Series on Higher Education.
PUB DATE- 99
NOTE- 199p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cooperation; Cross Cultural Studies; Educational Attitudes; Educational Change; Educational Economics; *Educational Trends; Foreign Countries; *Futures (of Society); *Higher Education; *Institutional Mission; Libraries; Partnerships in Education; Research; Research Universities; School Business Relationship; *Universities
IDENTIFIERS- Europe; Germany; Glion Declaration; United States

This collection of 17 essays focuses on the major changes that higher education needs to make so that it can effectively pursue teaching and research and significantly contribute public service in a rapidly changing world. The essays include: (1) "Survey of the Main Challenges Facing Higher Education at the Millennium" (Luc E. Weber); (2) "Meeting the Challenges of the New Millennium: The University's Role" (David P. Gardner); (3) "The Task of Institutions of Higher Education in the New Europe" (Paolo Blasi); (4) "The Twenty-First Century developing nations. The essays, which include an introduction, 10 essays discussing European practices, two that focus on Canada and the United States, three which focus on Australia, Japan, and Malaysia, and a concluding chapter are: (1) "Managing Universities and Regulating Academic Labour Markets" (David Farnham); (2) "Belgium: Diverging Professions in Twin Communities" (Jef C. Verhoeven and Ilse Beuselinck); (3) "Finland: Searching for Performance and Flexibility" (Turo Virtanen); (4) "France: A Centrally-Driven Profession" (June Burnham); (5) "Germany: A Dual Academy" (Tassilo Herrschel); (6) "Ireland: A Two-Tier Structure" (Thomas N. Garavan, Patrick Gunnigle, and Michael Morley); (7) "Italy: A Corporation Controlling a System in Collapse" (William Brierley); (8) "The Netherlands: Reshaping the Employment Relationship" (Egbert de Weert); (9) "Spain: Old Elite or New Meritocracy?" (Salvador Parrado-Diez); (10) "Sweden: Professional Diversity in an Egalitarian System" (Berit Askling); (11) "The United Kingdom: End of the Donnish Dominion?" (David Farnham); (12) "Canada: Neo-Conservative Challenges to Faculty and Their Unions" (Donald C. Savage); (13) "The United States: Self-Governed Profession or Managed Occupation?" (Sylvia Horton); (14) "Australia: From Collegiality to Corporatism" (Robert Kelso and Christopher Leggett); (15) "Japan: Collegiality in a Paternalist System" (Kiyoshi Yamamoto); (16) "Malaysia: An Emerging Professional Group" (Mohamed Salleh Hj Din and Bala Shanmugam); and (17) "Towards the Flexi-University?" (David Farnham). Each essay includes references; contains an index.. (MDM)

ED 434 587   HE 032 365

Martin, Elaine
Changing Academic Work: Developing the Learning University.
PUB DATE- 99
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *College Faculty; College Instruction; *Educational Attitudes; Educational Change; Foreign Countries; Higher Education; Institutional Mission; Learning; Relevance (Education); Surveys; Universities; *Work Environment
IDENTIFIERS- Australia; Faculty Attitudes; United Kingdom

This book presents the results of a study that examined major changes in academic work in recent years and how staff in universities have experienced these changes, along with a discussion of how to increase learning at universities. Data were obtained from an international survey of 161 academic staff in Australia and the United Kingdom. Results indicated that academic staff felt undervalued, particularly as teachers, and they perceived a lack of vision and direction concerning the overall direction of their institutions. The book applies the literature on student learning and on learning organizations to key issues of change in universities, noting that stable organizations--such as traditional universities--cannot survive in an unstable environment, that organizations need to support change, and that academic staff must learn to take responsibility for its own learning and development. The book reviews four tensions, or paradoxes, that academic staff have to balance: the vision or direction set by academic leaders versus day-to-day teaching and work experiences; individualism versus the need to work collectively; accountability versus rewards; and valuing past achievements raise funds, build goodwill, support institutional image, and match available resources. Following a brief introduction, the 11 chapters cover planning ahead; spreading the word-invitations, tickets, and publicity; finding a facility for the event and making sure necessary equipment and adequate parking are available; using food and beverages; welcoming guests; providing entertainment and coordinating the program; working with volunteers; budgeting; having follow-up publicity; using checklists and planning a timeline; and learning basic formats for standard events such as recognition ceremonies, retirements, ribbon cuttings, etc. (CH)

ED 434 606 HE 032 384

Taylor, Karla, Ed.; Joyce, Shannon, Ed.
Donor Relations: The Essential Guide to Stewardship Policies, Procedures, and Protocol. The Newcomer Series.
PUB DATE- 99
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Accountability; *Donors; Endowment Funds; Fund Raising; Higher Education; *Institutional Advancement; Legal Responsibility; Lobbying; Marketing; *Money Management; *Organizational Communication; Private Financial Support; *Public Relations; Publicity; Risk Management; School Community Relationship; Technology; Trusts (Financial)
IDENTIFIERS- *Special Events; *Stewardship

This book discusses various facets of stewardship as it applies specifically to philanthropy and donor relations for institutions of higher education. Stewardship is defined as a way of preserving opportunities for further support, as the legal and public relations protection of institutions, and as a "right" thing to do. Following an introduction, "Stewardship's True Role: To Honor and Protect" by Tracy G. Savage, chapters include the following: "The Basics of Donor Communication" (Irene M. Bunin); "The Basics of Acknowledgment" (Jeanne McKown); "Stewarding Named Funds" (Marcia Novak); "Using Technology To Support Stewardship" (Tammie L. Rude); "Donor Recognitition Societies" (Tammie L. Rude); and "Special Events for Special People" (Sherry Noden). Three appendixes provide sample donor relations documents, a list of related current articles, and a bibliography of donor relations resources. (CH)

ED 434 607 HE 032 385

Nettles, Michael T.; Cole, John J. K.
State Higher Education Assessment Policy: Research Findings from Second and Third Years.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; Accountability; *Educational Assessment; Evaluation Problems; Higher Education; Learning; Objectives; *Outcomes of Education; Performance Based Assessment; Performance Factors; Policy Analysis; *Policy Formation; Questionnaires; State Departments of Education; *State Norms; *Teacher Evaluation

appendices provide a chronology of the strategic plan and summary information about each institution. (DB)

ED 434 626 HE 032 404

A Bridge to the Future: Higher Education Planning for the Next Century.
PUB DATE- 99
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Accountability; *Cooperative Programs; Educational Objectives; Educational Policy; Governance; Higher Education; *Long Range Planning; *Paying for College; State Universities; Strategic Planning
IDENTIFIERS- *California

This document summarizes recommendations contained in five recent reports on California higher education and is directed to policymakers involved in higher education planning. The five reports were intended to raise public awareness of the major challenges facing higher education in California and to provide policymakers and others with various policy options. The first section of this summary report presents a review of the conditions which led to the development of the five reports, especially the difficult economic restraints of the early and mid-1990s and enrollment pressures, as well as a discussion of what defines higher education planning. Following sections bring together recommendations made by the several commissions and task forces involved in the earlier set of reports. They include recommendations concerning: (1) access (e.g., financing, enrollment, use of independent institutions, capital outlays and facilities use, educational technology, educational equity/diversity, transfers, and admissions); (2) affordability (student fees, financial aid); (3) accountability (statewide information system, increasing productivity and efficiency, improving student outcomes, statewide goals for higher education, economic development and relations with business and industry); and (4) coordination and multi-system issues (cooperation and collaboration among systems and with K-12, governance issues, teacher education, institutional mission). A final brief section considers future steps. (DB)

ED 434 627 HE 032 405

Harding, Edie; Harmon, Laura
Higher Education Students' Off-Campus Work Patterns.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; College Students; Community Colleges; Grade Point Average; Higher Education; Private Colleges; State Colleges; State Universities; Student Characteristics; *Student Employment; Student Financial Aid; Tables (Data); *Undergraduate Students; Undergraduate Study
IDENTIFIERS- *Washington

This report presents findings of a study of the off-campus employment status of undergraduate college students attending all of the public and most of the private institutions of higher education in Washington State during the winters of 1997 degrees, etc., were constructed and edited. Section 2, "Degrees, Majors, Credits, and Time," presents the long-term educational attainment of the two cohorts of students (classes of 1972 and 1982). Section 3, "The Changing Shape of Delivered Knowledge," presents the taxonomy of courses, and includes the most common course titles in over 1,000 course categories, as well as enrollment trends by course category. Section 4 examines all credits earned by the two cohorts and identifies which courses account for most of those credits to yield an empirical "core curriculum." Section 5 provides data on proportions of students studying given subject categories; trend data is included for the past two decades. Finally, Section 6 provides data concerning such issues as trends in grade inflation and which courses students fail at high rates. The conclusion offers suggestions for further analysis of these data bases. (Contains 43 references.) (DB)

ED 434 648 IR 019 728

Shave, Chuck
So You Want To Deliver a Course Using the Internet!
PUB DATE- 98
NOTE- 9p.; Downloaded copy of paper contributed to the Teaching in the in the Community Colleges Online Conference, "Online Instruction: Trends and Issues II" (3rd, Kapiolani Community College, April 7-9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; Conventional Instruction; *Distance Education; Foreign Countries; Instructional Effectiveness; Instructional Innovation; Instructional Materials; *Internet; Models; Nontraditional Education; Postsecondary Education; Skill Development; Teacher Education; Teaching Methods; Training
IDENTIFIERS- *Course Development; Technology Integration

This paper presents information for educators on delivering an Internet-based course. The paper is divided into three parts. Part 1, "Teaching on the Web, What Is It?," lists advantages and disadvantages of face-to-face classroom instruction, traditional distance education, and Internet-based education which combines features from both these methods. Four proposed models of using the Internet as part of a course (i.e., informational, supplementary, dependent, and fully online) are offered, followed by a discussion of how the Internet can be used to deliver courses, what "added value" means to education via the World Wide Web, accessing course resources on the Web, and forms of interactivity. Part 2, "Training and Skilling Teachers," highlights technology-based skills teachers must develop and lists workshops/tutorials designed to assist teachers with the skills and support needs for developing courses on the Internet. Part 3, "Challenges," proposes several questions that must be addressed when planning/implementing Internet-based instruction. (AEF)

ED 434 649 IR 019 730

Cartlidge, Stephan; Gerity, Brent; Eastmond, Nick
Utah State University, Department of Instructional Technology: Needs Assessment.
PUB DATE- 99
NOTE- 61p.; Pagination inconsistent or absent. Needs assessment

(150)
DESCRIPTORS- Academic Libraries; *Access to Information; Developing Nations; Distance Education; Electronic Libraries; Foreign Countries; Higher Education; *Information Technology; *Library Services; *Rural Areas; Technology Transfer; Telecommunications; Users (Information); World Wide Web
IDENTIFIERS- Access to Technology; Australia

This paper discusses services and technology offered to remote sites by the Curtin University of Technology (Australia) Library and Information Service. The following topics are covered: (1) imperatives driving the library to reticulate scholarly electronic information services to clients wherever they are, including the growth of distance education; (2) services offered, including the library's World Wide Web site; (3) barriers faced by the library and its clients related to demographics and communications; (4) strategies and solutions being put in place to overcome these barriers, including state government initiatives, universal telephone service, educational television, and telecenters and MITEs (Modular Interactive Telecommunications Environments); and (5) information/technology transfer, including precautions for transferring technologies to developing communities. (MES)

ED 434 668   IR 057 512

Hughes, Carol Ann
Factors Related to Faculty Publishing Productivity.
PUB DATE- 98
NOTE- 20p.; In: The Challenge To Be Relevant in the 21st Century: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Pretoria, South Africa, June 1-5, 1998), Volume 18; see IR 057 503.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Educational Environment; *Faculty Publishing; Higher Education; Information Services; Information Technology; *Productivity; Questionnaires; Tables (Data); Teacher Surveys
IDENTIFIERS- *Faculty at Work Questionnaire; Theoretical Analysis

This paper reports the results of a study that used Confirmatory Factor Analysis techniques to analyze data collected using the "Faculty at Work" (Robert T. Blackburn and Janet H. Lawrence) survey instrument in an effort to untangle effects and confirm the factor composition of theoretical constructs used as the basis for this questionnaire, including socio-demographic variables, self-knowledge, environmental conditions, and social knowledge. This study provides initial findings about the factor structure of the theoretical variable, "social contingencies" (i.e., life events such as domestic strife or death of a family member), and its impact on publishing output. Results of the construction of a new section of the questionnaire concerning the campus information environment and identification of the factors that may comprise that theoretical variable are also reported. Four basic components of a faculty member's information environment were identified to serve as theoretical variables comprising the campus information environment: personal information stores; library information stores and services; information technology and networking; and the faculty member's assessment of the ease of use, personal enjoyment, and utility of information technology. The data confirm and refine many of the latent variables used

PUB DATE- 97
NOTE- 409p.; For related "Hearing Transcript," see JC 990 551.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; *Community Colleges; Educational Development; Educational History; Educational Planning; Hearings; Higher Education; Intercollegiate Cooperation; Partnerships in Education; *State Legislation; *Transfer Policy; *Transfer Rates (College)
IDENTIFIERS- *California

This publication provides background information for a hearing by the California Senate Select Committee on Higher Education and Outreach on December 3, 1997. The Introduction presents the Committee announcement, press release, agenda, information about transfer efforts in California, facts and figures about the community colleges, and the text of Senate Constitutional Amendment 7. Section II discusses the California Postsecondary Education Commission, providing the Progress Report on the Community College Transfer Function. Section III is presented by the California Community College Chancellor's office, and looks at trends important to the colleges and discusses transfer centers. Section IV is an issue of the California State University's newsletter for counselors, which addresses the issue of continuing commitment to transfer. Section V describes the University of California transfer admission programs at each of the campuses. Section VI presents the Transfer Student Handbook from the Association of Independent Colleges and Universities. Section VII provides samples of transfer agreements between the community colleges and the University of California and the California State University systems. Section VIII describes ASSIST, a computer software program and database of transfer-related information. Section IX discusses the Transferring Experience, presenting the Oxnard Community College Study on Student Transfer by Aurora de la Selva. Section X concludes the report with a statistical presentation of Community College Transfer Rates within California. (VWC)

ED 434 688 JC 990 571

The Economic Impact of Jefferson College on the Community and State--FY1997.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; Community Colleges; Economic Change; *Economic Impact; Economic Opportunities; *Educational Finance; *Outcomes of Education; Public Colleges; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Jefferson College MO

This document provides an estimation of the ways in which Jefferson College (Missouri) impacts the economy of Jefferson County and the state as a whole. It offers quantitative information and acts as a reference for the Board of Trustees, administrators, faculty, and staff regarding the economic significance of the college to the area it serves. Part A of this report identifies the economic impact of the college in the local community and examines its spending patterns. The

DESCRIPTORS- Annual Reports; *Budgets; *Community Colleges; *Educational Finance; Expenditures; *Financial Support; Full State Funding; *Government School Relationship; *Operating Expenses; Statewide Planning; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This budget was submitted by the California Community Colleges Chancellor's Office to the Community College Board of Governor's in November 1998. It presents the funds requested for 1999-2000 for review by the Board and the state legislature and governor. General fund apportionment comprises $3.7 billion of the budget request. Other major fund requests include: Partnership for Excellence ($200 million), instructional equipment and library materials and technology ($60 million), maintenance and repairs ($60 million), full-time faculty obligation of 75/25 ($40 million), faculty and staff development ($20 million), disabled student services ($62 million), matriculation services for credit students ($65 million), matriculation services for non-credit students ($26 million), economic development ($42 million), and telecommunications and technology ($49 million). Compared to 1998-99, the budget proposes $536.6 million in augmentations for local ongoing assistance programs. Other augmentations include $50 million for one-time purposes, $170.3 million for capital outlay projects from Proposition 1A, $10 million from the Petroleum Violation Escrow Account, and $2.2 million for the Chancellor's Office. Appended are the Education Mission statement, Chancellor's office operations/expenditures, 1998-99 budget overview, community colleges Proposition 98 percent share, 1999-00 budget overview, and 1999-00 local assistance and baseline budget summary. (RDG)

ED 434 708   JC 990 643

Economic Development Program: 1997-98 Report to the Governor and the Legislature.
PUB DATE- 98
NOTE- 220p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Budgets; *Community Colleges; *Economic Development; *Economic Impact; *Educational Finance; Government School Relationship; *Program Development; *Program Evaluation; Statewide Planning; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Each year, the Board of Governors of the California Community Colleges produces a report for the governor and legislature on the Economic Development Program. Created in 1987, this program's mission is to utilize community colleges to advance the state's economic growth and competitiveness through education focused on work force improvement and job development. Major sections of this report include: (1) an introduction; (2) Economic Development Program overview; (3) economic development initiatives, programs and projects; (4) annual report of Economic Development Program; (5) activities that enhance the programmatic mission; (6) progress in eliminating business access barriers; (7) services provided to colleges and employers (contains 2 large tables); (8) statistical data of program participants (contains 2 large tables); (9) status report on contract education activities (contains figures showing activities by region); (10) recommended level of services; and (11) budget expenditures (contains budget summary table for each program). During 1997-

graduate study, the course covers the following topics: (1) history of training; (2) behavioral sciences in training and development; (3) organization and management of training; (4) selection and development of the training staff; (5) determining training needs; (6) the performance audit; (7) workforce planning; (8) instructional systems; (9) using external resources; (10) training costs and benefits; and (11) legal aspects of training. Three appendixes contain answers to the course pre-test, progress tests, and the course final exam. Course materials include information sheets, activities, tips and suggestions, outlines, multiple-choice tests, glossaries, and charts and tables. (KC)

ED 434 209   CE 079 147

Defining Adult Literacy--Again. Literacy Discussion Paper.
SPONS. AGENCY- New South Wales Dept. of TAFE, Ultimo (Australia).
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Definitions; Education Work Relationship; *Educational Needs; *Educational Objectives; Foreign Countries; *Literacy Education; Literature Reviews; National Surveys; Needs Assessment; Numeracy; Position Papers
IDENTIFIERS- *Australia; *International Adult Literacy Survey

Adult literacy is a context-dependent, purposeful, and constantly changing phenomenon. What counts for literacy at the end of the 20th century is not what counted for literacy at the beginning of the century. Literacy is the ability to read, use written information, and write appropriately in a range of contexts. Literacy also includes the recognition and meaning of numbers and basic mathematical formulas within texts. Literacy must change over a lifetime. The 1989 national survey of adult literacy in Australia (No Single Measure) broke new ground by adopting a definition of literacy as social practice. The most recent evidence of the extent of literacy and numeracy difficulties experienced by Australia's population comes from the 1996 Survey of Aspects of Literacy (SAL) (n=9,302). By conducting the SAL, the Australian Bureau of Statistics (ABS) became part of the International Adult Literacy Survey. According to the ABS survey, the percentages of Australians with very poor, poor, moderate, and good/very good literacy skills are 19%, 26%, 35%, and 17%, respectively. The decision to base literacy programs on a remedial or developmental approach will depend on how literacy is defined. The ABS survey also showed a clear link between literacy and work. (Contains 32 references.) (MN)

ED 434 210   CE 079 156

Maehl, William H.
Lifelong Learning at Its Best. Innovative Practices in Adult Credit Programs. Jossey-Bass Higher and Adult Education Series.
PUB DATE- 00
NOTE- 357p.; Foreword by Morton Bahr.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Programs; Competency Based

spreadsheets, and charts that literacy practitioners can use to help adult learners learn to transfer classroom learning into daily life. "Helping Students Ask the Right Questions" (Diane Della Croce) suggests techniques for using the Socratic method of teaching with students in postsecondary-level and adult education classes. Strategies for developing adult basic education (ABE) students learn the basic thinking skills that are prerequisite to higher-order thinking skills are offered in "Integrating Critical Thinking Skills into ABE Curriculum" (Elizabeth Odom). "Bloom's Taxonomy of Six Cognitive Levels" characterizes six levels of cognitive skills: knowledge; comprehension; application; analysis; synthesis; and evaluation. "Face to Face in a Nightmare: Critical Thinking and Reclaiming" (Cynthia Blodgett-McDeavitt) deals with how highly educated women learn to relearn after a "cognitive event." (MN)

ED 434 228 CE 079 219

Daloz, Laurent A.
Mentor: Guiding the Journey of Adult Learners. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 99
NOTE- 272p.; Revision of "Effective Teaching and Mentoring," 1986.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Learning; *Adult Students; College Programs; Developmental Tasks; Educational Practices; Higher Education; Individual Development; Inservice Teacher Education; *Lifelong Learning; *Mentors; *Student Development; *Teacher Role; Values Clarification

This book offers perspectives for understanding adult learners and suggests in practical ways based on current development theory how higher education professionals can work more effectively to improve the quality of the educational experience for these students. Using the metaphor of a journey, the book explores the process of adult learning in higher education in nine chapters. Chapter 1 begins the process with information about adult development, and chapter 2 introduces the idea of the mythic journey as a way of making sense of life's changes. Chapter 2 also includes a discussion of some principles of teaching embodied in the story and ends with a real-life journey tale. Three detailed vignettes, each highlighting a major current theory of adult development, form the basis of chapter 3, which explains each of the theories. Chapter 4 follows several teachers and their adult students on their journeys, and chapter 5, the central chapter, discusses the meaning of the transformations that can take place in adult education in light of development theory. Chapter 6 draws the reader into the struggles of the teacher and students as they grapple with new forms of "truth" and "reality." Chapter 7 examines what helps or hinders personal growth, and chapter 8 shows how mentors in education provide support, challenge, and vision for their protegees. Chapter 9 offers a final cautionary tale and discusses some of the limitations and dangers of mentoring. It concludes with a summary of the author's educational convictions: that education is care, and mentors do matter. The book contains 170 references. (KC)

ED 434 229 CE 079 221

to improving the economy, people's working lives, and lifelong learning abilities, it can position itself to serve students' experiential learning needs into the 21st century. (Contains 15 references.) (MN)

ED 434 246   CE 079 252

Austin, James T.
Culturally Sensitive Career Assessment: A Quandary. ERIC Digest No. 210.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.; Report number erroneously printed on digest as EDO-CE-99-211.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Career Counseling; Career Education; Cultural Awareness; Cultural Differences; *Cultural Pluralism; Cultural Relevance; *Culturally Relevant Education; Educational Trends; *Evaluation Methods; Secondary Education; Test Bias; Test Reliability; Test Validity; Trend Analysis; *Vocational Evaluation
IDENTIFIERS- Career Assessment; *Career Assessment Instruments; ERIC Digests

Multicultural perspectives on assessment challenge traditional perspectives by advancing an additional source of variation in test responses that is presumed to escape test developers and test users. Increasing and convergent evidence from multiple sources indicates the following types of ethnocentric errors in test development, administration, and interpretation: misdiagnosis, labeling, inappropriate treatment planning, and erroneous conclusions about intervention effectiveness. In 1995, Sedlacek and Kim described four common errors in career assessment. Focus on multicultural assessment issues has since increased; however, the main focus has been on assessments of abilities and psychopathology. Career assessment has traditionally concentrated on assessment of the individual and has emphasized measurement of abilities, personality traits, interests, and various career theory constructs (maturity, indecision, self-efficacy). Reviews should be conducted of the major instruments available for classifying individuals in terms of abilities, personality traits, and vocational interests to determine their fairness to individuals from different cultural backgrounds. Attention to multicultural assessment in the area of typical performance is still in its "infancy" relative to the area of maximal performance, which is in its "adolescence." Test developers could profit from considering and implementing the concept of Sensitivity Review Guidelines and Principles, which are available on the World Wide Web. (Contains 28 references.) (MN)

ED 434 247   CE 079 253

Spence, Janet G.
Worker-Centered Learning: Labor's Role. ERIC Digest No. 211.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English

PUB DATE- 97
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; Educational Improvement; Excellence in Education; *Females; Foreign Countries; *Job Training; *Performance Based Assessment; Postsecondary Education; Secondary Education; *Sex Fairness; *Vocational Education
IDENTIFIERS- *Australia

A study proposed measures of equity for women for incorporation into major national processes for performance measurement. Data sources were as follows: interviews with 77 people from all state and territory vocational education and training (VET) systems, Australian National Training Authority, National Center for Vocational Education Research, and the community; documents from interviewees; and literature on performance measurement and measurement of equity for women. Findings indicated the following: measures of women's equity must reflect the shift in program budgeting to performance budgeting and the increasing importance of performance measurement; six performance measures in the national VET system have been approved; and a proposed performance measurement framework for VET is conceptually weak for women because it relies heavily on measures that can be derived from VET census data. Among findings dealing with measurement of equity for women were a highly variable policy interest in the question of equity for women at state and territory level. Most use was probably made of VET statistics to measure equity for women at provider level. Analysis of the National Women's VET Strategy with six outcomes and indicators to measure them indicated the following: no benchmarks against which to measure improvement; indicators that would not measure the stated outcome; too many or repetitive indicators for some outcomes; and measurement focus on activity, not output. Proposals for the future included principles to guide measurement of equity for women in VET and measures for the short term. (Appendixes contain a literature review, 39-item bibliography, people consulted, and consultancy brief.) (YLB)

ED 434 266 CE 079 303

Misko, Josie
Getting Qualified. Dealing with Lack of Access to Workplace Training for Apprentices and Trainees.
PUB DATE- 97
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Apprenticeships; Disabilities; Dislocated Workers; Education Work Relationship; Ethnic Discrimination; Foreign Countries; Industrial Training; Inplant Programs; Job Placement; Job Training; Labor Force Development; Limited English Speaking; Postsecondary Education; Secondary Education; *Sex Discrimination; *Student Placement; *Trainees; Vocational Education; *Work Experience Programs
IDENTIFIERS- *Australia

A study examined processes of state training authorities, group training companies (GTCs), training colleges, and employers to ensure that apprentices/trainees (A/Ts) who are suspended or terminated due to lack of work have access to on-the-job training. Data on apprenticeship and traineeship commencements

Studies; Consultation Programs; Cooperation; *Curriculum Based Assessment; Grade 2; *Intervention; *Partnerships in Education; Primary Education; *Problem Solving; Reading Ability; *Reading Achievement; Reading Instruction; Remedial Reading; School Psychologists; Teacher Role; Time on Task

This paper illustrates the application of the collaborative problem solving process for academic and behavioral remediation for students experiencing low reading achievement and some behavioral problems. Unlike the traditional psychoeducational process in which the relationship between the school psychologist and the teacher is that of consultant and consultee, this approach establishes a reciprocal, interdependent working partnership. On the basis of this cooperative association, a mutually agreed upon curriculum-based intervention plan was devised and implemented for a second-grade student who concomitantly demonstrated behavioral problems. Results of the intervention show that the student's reading ability and his desire to pay attention during class time increased, while his off-task and disruptive behaviors decreased. (MKA)

ED 434 286 CG 029 466

Tirri, Kirsi
In Search of Moral Sensitivity in Teaching and Learning.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Biennial Meeting of the European Conference for Research on Learning and Instruction (8th, Gothenburg, Sweden, August 24-28, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Thinking; Decision Making; Empathy; *Ethics; Foreign Countries; *Learning Processes; *Moral Values; Perception; *Perspective Taking; Sciences; Secondary Education; Secondary School Students; Secondary School Teachers; Teacher Attitudes; *Teacher Role; *Teacher Student Relationship; Theories
IDENTIFIERS- Finland; *Reflective Thinking

This paper explores moral sensitivity in Finnish secondary school teachers and students. Moral sensitivity comprises capacities to identify and interpret different kinds of situations in the ethical framework; it is the awareness of how our actions affect other people. In the teaching profession, teachers have to consider different lines of action in dealing with their students, parents, and colleagues. An important challenge is to become aware that moral issues are involved in these interactive relations. Moral sensitivity in teaching requires readiness to identify and solve moral dilemmas at school. In the learning process, students are exposed to different subjects and scientific issues defined by the curriculum. Moral sensitivity in learning includes awareness of moral dilemmas in the learning environment and capabilities to reflect on them with empathy and role-taking skills. Furthermore, learning should include critical reflection on scientific issues from an ethical point of view. The challenge for both teachers and students is to become aware of the ethical frameworks and the knowledge base that is guiding their moral reasoning. This paper presents some empirical findings of the moral dilemmas teachers and students have identified as relevant in their teaching and learning. A special emphasis is placed on the moral knowledge that guides their argumentation in justifying moral decision-making in these cases. (Contains 4 figures and populations from state to state are homogeneous and similar in terms of numerous socioeconomic factors. Poverty has more to do with test scores than anything else. Urban high poverty states tend to do less well. Montana, which scored right behind Connecticut, has excellent public schools but also a stable student population that speaks English and comes from families tuned into the majority system of education. Although results of the NAEP are heartening, Americans have much to do in their quest to be a nation of educated people. Contains a chart listing average scale score, grade 4, from the 1998 NAEP; and a comparison of state versus national average reading scores for public schools. (RS)

ED 434 306 CS 013 666

Ediger, Marlow
The Mathematics Curriculum and Reading.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Comprehension; Elementary Secondary Education; *Mathematics Curriculum; *Mathematics Instruction; *Reading Difficulties; *Student Motivation; *Word Problems (Mathematics)

This paper presents numerous approaches that teachers may use to help pupils deal with difficulties in reading comprehension in mathematics. It discusses the importance of understanding the meaning of the words and symbols used. It argues that: (1) pupils need adequate background information prior to reading story or word problems; (2) a hands-on approach in reading word problems should be used; (3) teachers can use a variety of techniques to teach the abstract words in story problems; (4) pupils may need to be shown the purpose involved in reading story or word problems; (5) pupils need opportunities to read mathematics in many lifelike situations; (6) an environment which encourages learning about mathematics is important; (7) ideas within each lesson in mathematics should be discussed thoroughly; (8) pupils need to relate what they learn in school and in society; (9) readiness activities need to be related to the ongoing processes of reading orally or silently; and (10) pupils need to think creatively and critically in mathematics. The paper concludes that mathematics teachers need to study how well each pupil is doing in reading content in mathematics so they may be in a better position to meet needs of learners in the classroom setting. (SC)

ED 434 307 CS 013 667

Ediger, Marlow
Integrating Whole Language & Phonics: New Options in Teaching Reading.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Individualized Instruction; *Instructional Innovation; Library Materials; *Phonics; Primary Education; *Reading Aloud to Others; *Reading Instruction; *Whole Language Approach

Considering the debate in reading instruction between whole

DESCRIPTORS- *Computer Software; Computer Software Evaluation; *Computer Software Selection; *Computer Uses in Education; Elementary Education; Graduate Students; Higher Education; Intervention; *Learning Motivation; Reading Centers; *Remedial Reading; Teacher Student Relationship
IDENTIFIERS- Reading Behavior

A study investigated software choices of graduate-level clinicians in a university reading clinic to determine computer use and effectiveness in literacy instruction. The clinic involved students of varying ability, ages 7-12, using 24 Power Macintosh computers equipped with "ClarisWorks," "Kid Pix," "Student Writing Center," and "Netscape Navigator" software. Computer lab observations, examination of clinicians' lesson plans, and software evaluation forms showed that for computerized instruction: (1) follow-through was a lower priority; (2) time-on-task was less targeted; (3) computers were sometimes chosen for motivational value only; (4) software was used for drill and practice word recognition instruction, word processing, electronic books, Internet, and one-on-one interaction; and (5) hardware use resulted in frustrations because of unfamiliarity and availability issues. Findings suggest: teachers were moderately technically competent, were eager to use computers, and needed more time to familiarize themselves and plan; skill and grade level of software needed to be pinpointed with a corresponding list; and motivational stimulation regarding computers should be carefully determined. (Contains 11 references and 2 figures of data; an appendix lists 61 software titles available at the clinic.) (EF)

ED 434 330 CS 013 725

Ideas at Work: How To Help Every Child Become a Reader.
PUB DATE- 99
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Childhood Education; Federal Programs; Nonprofit Organizations; Private Sector; Program Descriptions; *Reading Improvement; *Reading Instruction; *Reading Programs; State Legislation; State Programs

Expanding upon ideas presented in the report, "Start Early, Finish Strong: How to Help Every Child Become a Reader," this collection highlights projects, proposals, and programs that help all children become good readers. Chapter 1 describes 18 federal initiatives and programs; and chapter 2 presents excerpts from 16 State of the State addresses given by governors in 1999, summarizes recently enacted state reading improvement laws, and describes statewide efforts in 13 states that tackle the challenge of illiteracy. Chapter 3 describes literacy projects in 14 communities across the country; and chapter 4 describes 19 literacy efforts in the private sector, with special sections on efforts in the sports and newspaper industries. Section 5 describes 24 nonprofit organizations that provide such services as tutoring children, organizing book drives, or helping teachers instill the love of reading in children. (Contains contact information for each program and an index. (RS)

ED 434 331 CS 013 726

Quatroche, Diana J.
Helping the Underachiever in Reading. ERIC Digest.

"'Whispers of Coming and Going': Lessons from Fannie" (Anne DiPardo); "Crossing Lines" (Carole Deletiner); "Happiness and the Blank Page: Csikszentmihalyi's Flow in the Writing Classroom" (Gina Briefs-Elgin); "Entering Wonder" (Sherry Swain); "Wait, and the Writing Will Come: Meditation and the Composing Process" (Donald R. Gallehr); "What I Learned from Verle Barnes" (Richard L. Graves); "Focusing Twice Removed" (Lesley Rex); "Like Happy Dreams--Integrating Visual Arts, Writing, and Reading" (Ann Alejandro); "Are Today's Students Better Writers?" (Mary M. Licklider); "Teaching Writing to Dyslexic Students: A Guide for the Composition Instructor" (John R. Corrigan); "Family Stories and the Fictional Dream" (Tom Romano); "Educating the Imagination" (Es'kia Mphahlele); "The Language of Coats" (Nancy Sommers); "Car Wrecks, Baseball Caps, and Man-to-Man Defense: The Personal Narratives of Adolescent Males" (Lad Tobin); "Grammar, Grammars, and the Teaching of Grammar" (Patrick Hartwell); "After Theory: From Textuality to Attunement with the World" (Kurt Spellmeyer); "The Rhetorician as an Agent of Social Change" (Ellen Cushman); "Writing as Performance" (Susan B. Andrews); "Kitchen Tables and Rented Rooms: The Extracurriculum of Composition" (Anne Ruggles Gere); "The Writing Process Goes to San Quentin" (Jane Juska); "Spiritual Sites of Composing: Introduction" (Ann E. Berthoff); "Composing (as) Power" (Beth Daniell); "Writing To Heal: Using Meditation in the Writing Process" (JoAnn Campbell); "Women's Ways of Writing, or, Images, Self-Images, and Graven Images" (C. Jan Swearingen); "Response" (James Moffett); "Bringing Language Back to Life: Responding to the New Illiteracy" (G. Lynn Nelson); "One Writer's Curriculum" (Donald M. Murray); "Surprised by Bird, Bard, and Bach: Language, Silence, and Transcendence" (Charles Suhor); and "Writing: A Natural Site for Spirituality" (Susan A. Schiller). (RS)

ED 434 353 CS 216 912

Brown, Randel D.; Fjelstad, Per Even Tor
Writing Back to Writers: Inter-Institutional Collaboration and Preliminary Research on the Value of Substantive Response in Writing Instruction.
PUB DATE- 99
NOTE- 13p.; Paper presented at Texas Education Association/Texas A&M University System Partnership for Texas Public Schools Richardson Fellows for School-University Collaboration Spring Conference.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *College School Cooperation; Elementary Secondary Education; Fellowships; Higher Education; Program Descriptions; Public Schools; Reflective Teaching; Research Proposals; *Writing Instruction
IDENTIFIERS- *Response Meaningfulness; Texas A and M University
This paper records two different professors' thoughts and experiences as recipients of fellowships for school-university collaboration. The first recipient, after hearing about program models in education, is changing how he thinks about education and the possible mission of the university. In the paper, he explains that the collaborative project sought to promote attention in classrooms to the practices of responding to writing, both at those times when teachers respond to student work and when students respond to each other's work. Activities

Education; Introductory Courses; Public Relations; Student Attitudes; Teacher Student Relationship; *Undergraduate Students; Undergraduate Study; Use Studies

A study examined the use of e-mail between the students in an introductory public relations class and their instructor. E-mail use was parallel to the use of face-to-face communication, with students reporting that they used office time and e-mail primarily to ask questions about quizzes, tests, and assignments. Older students and students further along in school were less likely to use e-mail to contact their parents but reported greater enjoyment of and learning from e-mail contact with the instructor. (Contains 20 references and 5 tables of data; appendixes contain an e-mail correspondence log and verbatim selected answers written in the space provided under the survey's "other" option.) (Author/RS)

ED 434 375   CS 510 131

Konaxis, Antoinette

Incorporating a Comprehensive Drama Unit including a Theatre of the Absurd Component within the Advanced Placement English Program for Senior Level Students.

PUB DATE- 99

NOTE- 55p.; Ed.D. Practicum Report, Nova Southeastern University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- *Advanced Placement; *Drama; *English Instruction; High School Seniors; High Schools; *Instructional Effectiveness; Units of Study

IDENTIFIERS- Theater of the Absurd

This practicum was designed to increase the experiences in the genre of world drama, to further develop student understanding of its evolution and impact on subsequently created drama, and to proffer a diverse collection of drama for senior level students pursuing the Advanced Placement (AP) English literature program. A comprehensive curriculum, which explored the genre of drama and included a theater of the absurd component, was designed and was presented to the 15 students enrolled in an Advanced Placement English class. A curriculum unit was created for 12 works of drama which encompassed the categories of ancient Greek drama, Shakespearean drama, modern drama, and theater of the absurd. The unit included a historical perspective of the evolution of the genre of drama, incorporated instruction on drama conventions and structure of each of the above categories, and involved the reading and critical analysis of an eclectic drama collection. Even though all outcomes were not achieved, analysis of the qualitative data revealed that educational intervention via a drama curriculum unit can greatly affect student academic evolution and growth and can more fully prepare Advanced Placement English literature students. (Contains 24 references.) (RS)

ED 434 376   CS 510 157

Dodd, Julie E.; Robinson, Judy L.

Implications of New Technology in Providing Training for High School Journalism Teachers.

PUB DATE- 98

NOTE- 23p.; Paper presented at the Mid-Winter Meeting of the Association for Education in Journalism and Mass Communication (Charlotte, North Carolina, January 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

Longitudinal Studies; *National Surveys; Program Descriptions;
*Summative Evaluation

This report offers a brief synopsis of findings from a comprehensive, 4-year study of charter schools. The study was designed to find out what types of students attend charter schools, how charter laws and policies affect charter schools in each state, the conditions under which charter schools improve or do not improve student achievement and other aspects of student learning, and how charter schools affect local and state systems of public education. The study, which began in 1995, gathered data through an annual telephone survey of all charter schools, intensive case studies of 90 charter schools and a smaller number of comparison schools, and interviews with staff at charter-granting agencies, state educational agencies, and school districts. The report lists research projects on charter-school accountability, charter schools and students with disabilities, charter-school finance, staffing, an evaluation of the national public charter-school program, and a study of growth in student achievement. The report also describes other research projects, such as project EARCH (Special Education as Requirements in Charter Schools), and offers overviews of demonstration and support programs, such as leadership training and the charter-school teacher program. The document closes with a list of information sources on charter-school programs. (RJM)

ED 434 397 EA 030 058

Equity & Adequacy in Funding To Improve Learning for All Children. Essential Programs and Services.
PUB DATE- 98
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Finance Reform; School District Spending; State Aid; *Tax Effort
IDENTIFIERS- *Maine

This report identifies the resources needed to help Maine's children achieve high academic standards. It outlines recommendations for improving equal opportunity through equitable distribution of resources. The document, prepared by the Essential Programs and Service Committee of Maine's State Board of Education, addresses the Legislature's charge to develop a plan for funding essential programs and services, specifically the 1995 Learning Results program. The committee began its work in 1996 and examined information on current practices in Maine's schools, collected evidence from existing or proposed models, reviewed the national literature on school resources and performance, and called for expert testimony from persons who had special knowledge of equity funding. Key components of the committee's recommendations were that most of the funding identified should be made available without any requirements regarding how the funds are spent, and that this decision be left to the local school districts. With three exceptions--early childhood development, technology, and student assessments--the committee did not prescribe how resources should be used at the local level. The committee recommended that accountability be built into the funding system. (Eight appendices offer information on committee membership and other matters. Contains 114 references.) (RJM)

ED 434 398 EA 030 059

IDENTIFIERS- National Center for Education Statistics

This report on the private school universe presents data on K-12 schools broken down by school size, school level, religious orientation, geographical region, community type, and program emphasis. The number of students and teachers is reported in the same categories. The number of students is also reported by race-ethnicity, gender, and grade level. Twenty-two tables present data by three classification schemes: private school typology, religious orientation, and association membership. The Private School Survey was designed to collect data from all private schools in the 50 states and the District of Columbia. The survey was conducted in 1997-98 by the U.S. Bureau of the Census for the National Center for Education Statistics. Results show that, in the fall of 1997, there were 27,402 private elementary and secondary schools in the U.S., a total not statistically different from 1995. Among the schools there was considerable diversity as to orientation and affiliation. Of the three primary types of private schools--Catholic, other religious, and nonsectarian--other religious schools were the most numerous (48 percent), followed by Catholic schools (30 percent), and nonsectarian schools (22 percent). Regions with the most private schools were the Midwest (27 percent) and South (30 percent). The survey design is described in the report's Technical Notes section. (RJM)

ED 434 417 EA 030 081

Federal Education Legislation Enacted in 1994: An Evaluation of Implementation and Impact.
PUB DATE- 99
NOTE- 258p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Administration; Elementary Secondary Education; *Federal Regulation; Politics of Education; Program Effectiveness; Program Evaluation; Program Implementation; *School Policy
IDENTIFIERS- Goals 2000; Improving Americas Schools Act 1994; School to Work Opportunities Act 1994

This report summarizes changes to existing federal education programs contained in the Improving America's Schools Act, the Goals 2000: Educate America Act, and the School-to-Work Opportunities Act. The publication looks at various programs that serve the broad educational priorities set forth in the Department of Education's Strategic Plan. The findings are grouped around a series of 11 questions such as the following: How well are students doing? Are federal regulation programs helping to prepare children for school? Are federal programs helping states develop and implement standards? Are federal programs contributing to greater choice in public schools? Are federal laws promoting flexibility and accountability for results? The report concludes that reform is headed in the right direction, though states are still in the process of implementing reforms. Even though federal programs supported and stimulated state-based reform and states have made significant progress in developing content standards, progress is considerably slower with respect to developing performance standards and aligned assessments. Based on the lack of evidence of when states have benchmarked standards against outside criteria, there is variability in the rigor of standards. The findings suggest that the reform efforts are producing changes in classrooms, with students making significant progress since the 1994 reauthorization. (RJM) is defined and characteristics of an ideal process such as meeting individual needs and providing uninterrupted services are listed. Also noted are issues in the transition process such as differences in eligibility processes and philosophical shifts in intervention models. The paper focuses on five strategies which have been demonstrated to be effective: (1) interagency coordination; (2) preparation, information exchange, and training among ending programs, receiving programs, and families; (3) family support; (4) child preparation; and (5) staff training and collaboration. Some findings of the Early Childhood Research Institute on Inclusion are noted concerning families' and professionals' experiences and perceptions during the transition process, their expectations and concerns, and factors that affected or influenced the transition process and outcome. (Contains 11 references.) (DB)

ED 434 437 EC 307 435

Werger, Cynthia
Positive Behavior Support and Functional Assessment. ERIC/OSEP Digest E580.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 4p.; "Based on 'Research Connections in Special Education,' Number 4, Winter 1999, Cynthia Warger."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Behavior Change; *Behavior Disorders; Classroom Environment; Classroom Techniques; *Disabilities; Intervention; Positive Reinforcement; Research and Development; Teaching Methods; Teaching Models; Theory Practice Relationship
IDENTIFIERS- ERIC Digests; *Functional Assessment; *Individuals with Disabilities Educ Act Amend 1997

This Digest summarizes what is known about the use of positive behavioral support (PBS) and functional analysis (FA) to change the behaviors of students with a variety of disabilities. The paper notes that both PBS and FA differ from traditional behavioral management in focusing on systems, settings, and lack of skill. The 1997 reauthorization of the Individuals with Disabilities Education Act requires or strongly recommends PBS and FA strategies. Research findings on the use of PBS demonstrate the method's wide applicability and effectiveness (it reduces problem behavior by 80 percent in two-thirds of cases). Classroom techniques to support positive behaviors include altering environments when useful, explicitly teaching new skills, and genuinely appreciating positive behaviors. Implementation of the PBS model on a school-wide basis focuses on providing school-wide support, specific setting support, classroom support, and individual student support. School-wide strategies might include a set of positively stated expectations for behavior and a continuum of procedures for discouraging violations. Research on the use of FA with young children suggests that environmental manipulations such as increased teacher praise and reinforcement for appropriate behavior improved student behaviors. The paper concludes with a short list of positive supports to be used when addressing challenging behaviors. (DB)

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Daily Living Skills; Elementary Education; Interpersonal Competence; Intervention; Learning Strategies; *Mental Retardation; *Parent Participation; Parent School Relationship; *Parent Teacher Cooperation; *Retention (Psychology); *Skill Development

This report discusses the outcomes of an action research project designed to assess the effectiveness of the involvement of parents of students with mental retardation in an intervention to help students retain academic, social, and daily living skills. The targeted population consisted of six elementary students of a large, Midwestern, mainly middle-class community. The problems of skill retention were noted through teacher/parent conferences, surveys, and testing. The results of the intervention found increasing repetition of learned skills at school without parent involvement did not improve students' retention; however, increasing repetition of learned skills at school along with parental involvement did improve students' retention. To expand parent involvement, phone calls were found to be more effective than sending notes because notes became lost, directions misunderstood, and parents had no immediate way to ask questions. Keeping in contact with the families on a regular basis also appeared to improve schoolwork along with behavior. Appendices include assessment materials. (Contains 14 references.) (CR)

ED 434 457 EC 307 455

Chesner, Anne
Groupwork with Learning Disabilities: Creative Drama. A Winslow Practical Manual.
PUB DATE- 98
NOTE- 229p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Children; *Creative Dramatics; *Dramatic Play; Dramatics; Foreign Countries; Group Dynamics; Grouping (Instructional Purposes); *Improvisation; *Learning Disabilities; *Mental Retardation; Role Playing; *Teaching Methods

This British book discusses the value of creative drama for people with learning disabilities, offers some basic principles of working with people with learning disabilities, and describes a variety of approaches to drama. An introduction discusses the optimal size of a creative drama group, the kind of work space needed, equipment, membership, the qualities needed by the group leaders, structuring a session, and levels of challenge. It is recommended that sessions follow a five-phase design: arrivals and greetings, warming up, development of the central focus of the session, distancing and de-roling, and good-byes and departures. An overview of subsequent chapters of the book is then provided. Different drama structures are grouped in chapters around a practical focus, including: (1) arrivals and greetings; (2) body work; (3) sensory work; (4) voice work; (5) life skills; (6) games; (7) puppets; (8) improvisation; (9) dramatization; (10) fairy tales; (11) performance; (12) de-roling; and (13) closures.

(055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Climate Control; Cost Effectiveness; *Educational Facilities Design; Elementary Secondary Education; *Energy Conservation; Public Schools; *Ventilation
IDENTIFIERS- *Indoor Air Quality

Building design and construction that helps deliver both superior air quality and occupant thermal comfort, while minimizing energy consumption, are examined. The paper explores an integrated building systems approach that combines the principles of "directed air flow control" and "demand controlled ventilation" where ventilation is effectively delivered to the occupant, based on loading, that can be applied to all types of indoor air quality situations in all types of buildings. Highlighted are savings and return of investment data for the traditional "green building" general design strategy. Case studies provide examples of this high performance IAQ design. Finally, key differences and advantages of a displacement ventilation design classroom versus conventional mixing ventilation systems are examined along with data of expected benefits of a heating, ventilation, air conditioning school displacement design. (GR)

ED 434 478 EF 005 373

Buyer's Guide for Tennis Court Construction.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Construction Management; *Facility Guidelines; *Facility Planning; Flooring; *Purchasing; Site Selection; *Tennis
IDENTIFIERS- *Athletic Facilities; Surfacing Materials

This booklet examines seven planning and decision-making tips for investing in and building tennis courts that can prolong court life and get the most from the investment. It examines defining needs, developing a budget, considering the use of a consultant, choosing a site, choosing a surface and developing working specifications, making specific choices regarding amenities and accessories to be included in the tennis court project, and hiring a qualified contractor. Tennis court surface classifications are also examined. The booklet concludes with lists of tennis organizations and design professionals. (GR)

ED 434 479 EF 005 426

You're Really Efficient and Effective: Does It Cost More?
PUB DATE- 94
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; *Educational Change; Elementary Secondary Education; Public Schools; School Effectiveness; *School Schedules; *Year Round Schools

This document addresses the concept of a year-round educational system (YRES) as an alternative schedule for education, the associated costs of an extended school year, the operational costs for single and multi-track YRES calendars, and the sites, buildings, and educational rooms as well as clear illustrations to aid in the explanation of the guidelines. It addresses practical matters such as safety and cost-effectiveness while increasing sensitivity to different levels of physical ability, locomotion, sensory awareness, and intellectual ability. Specific topics involving ADA guidelines include space allowances, reach ranges for wheelchair users, vehicle and pedestrian access, safety in outdoor play and learning environments, emergency systems, restrooms, and drinking fountains. Besides standard classrooms, room accessibility guidelines also cover art and music rooms, home economics rooms, science labs, greenhouses and gardens, assembly areas, gymnasiums, cafeterias, and libraries and media centers. (GR)

ED 434 504 EF 005 626

ADAAG Manual: A Guide to the Americans with Disabilities Act Accessibility Guidelines.
PUB DATE- 98
NOTE- 149p.; Report prepared by the Access Board of the Architectural and Transportation Barriers Compliance Board. Illustrations provided by CADD Microsystems, Inc.; Evan Terry Associates; and PVA Architecture.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accessibility (For Disabled); *Compliance (Legal); *Educational Facilities Design; *Facility Guidelines; *Schools
IDENTIFIERS- *Americans with Disabilities Act 1990

The Access Board of the Architectural and Transportation Barriers Compliance Board has issued this guide to assist in the use of its American with Disabilities Act Accessibility Guidelines (ADAAG) for buildings and facilities. It explains some of the basic considerations for accessible design and clarifies specific ADAAG provisions. Advisory information is provided in the form of recommendations that are optional and go beyond the minimum required by ADAAG. Information is categorized under the main areas of scoping and technical requirements for specific building areas such as toilet facilities, curb ramps, entrances, and elevators; and special occupancies covering dining facilities, medical facilities, libraries, and accessible transient lodging. Diagrams, layouts, and other illustrations are contained throughout the guide. (GR)

ED 434 505 EF 005 628

Century High School: Better Than Accessible.
PUB DATE- 99
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Accessibility (For Disabled); Auditoriums; *Educational Facilities Design; High Schools; Public Schools; Science Laboratories; Student Needs; Toilet Facilities
IDENTIFIERS- Elevators; Emergency Evacuations; *Rochester Public Schools MN

A 6-minute videotape shows ways that one newly-built high school (Century High School, Rochester, MN) accommodates the needs of people with disabilities. Various building and room designs are detailed showing both poor and good design provisions. The accessibility and usefulness of the auditorium control room, emergency exits, elevators, science labs, and toilets are references. (MSE)

ED 434 525 FL 026 003

Coelho, Elizabeth
Teaching and Learning in Multicultural Schools: An Integrated Approach. Bilingual Education and Bilingualism 13.
PUB DATE- 98
NOTE- 303p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acculturation; Ancillary School Services; Classroom Environment; Classroom Techniques; Cognitive Style; *Cultural Pluralism; Curriculum Design; Educational Environment; Elementary Secondary Education; *English (Second Language); Family Role; Foreign Countries; Grouping (Instructional Purposes); *Immigrants; Literacy Education; *Multicultural Education; Parent Participation; Racial Attitudes; Refugees; Second Language Instruction; Second Language Learning; Social Bias; Social Values; Student Adjustment; Student Characteristics; Student Evaluation; Teacher Expectations of Students; Teaching Styles
IDENTIFIERS- *Canada

The book outlines approaches and strategies that schools and teachers can adopt to provide educational experiences meeting the needs of all learners in culturally diverse schools and classrooms, especially those in areas in which new immigrants settle. Chapter one provides an overview of the sources of cultural diversity and describes some public policies that directly affect many classrooms' cultural composition. Chapter two focuses on the special needs of newly-arrived immigrant children, describing the effects of the immigrant experience on families and on children's psychological and social adjustment and integration. Chapter three suggests practical ways of receiving and welcoming all students and giving them a positive start in the school. Chapter four suggests ways of helping immigrants, immigrant children, indigenous populations, and mainstream group members alike feel valued and included in the school community. Chapter five describes how each teacher can create a positive and inclusive classroom environment, and chapter six outlines important elements of an inclusive instructional style. Chapter seven provides an overview of anti-racist education as a context for chapter eight, which examines curriculum content and recommends specific actions for developing an inclusive and equitable curriculum. The final chapter discusses assessment reform issues. Contains 240 references. (MSE)

ED 434 526 FL 026 004

Wright, Sue, Ed.; Kelly-Holmes, Helen, Ed.
One Country, Two Systems, Three Languages: A Survey of Changing Language Use in Hong Kong.
PUB DATE- 97
NOTE- 97p.; "Papers and debates derive from a conference that took place took place in Hong Kong (1996)." Also available as Vol. 3, No. 2 of the journal, "Current Issues in Language and Society."

"Group-based Assessment: An Evaluation of the Use of Assessed Tasks as a Method of Fostering Higher Quality Learning" (Mike Heathfield); (12) "Dimensions of Oral Assessment and Student Approaches to Learning" (Gordon Joughin); (13) "Towards Autonomous Assessment: Using Self-Assessment and Peer Assessment" (Angela Brew); (14) "Self-Assessment and Peer Assessment" (Shirley Jordan); (15) "Peer Assessment of Undergraduate Seminar Presentations: Motivations, Reflection and Future Directions" (Andy Lapham and Ray Webster); and (16) "Using Peer Assessment and Self-Assessment for the First Time" (Paul Roach). (Individual papers contain references.) (DB)

ED 434 546 HE 032 239

Evans, G. R.
Calling Academia to Account: Rights and Responsibilities.
PUB DATE- 99
NOTE- 255p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Freedom; Academic Standards; *Accountability; College Role; Ethics; Foreign Countries; *Governance; Government School Relationship; Higher Education; Legal Responsibility; Scholarship; *Standards; Values
IDENTIFIERS- *United Kingdom

This book examines issues in accountability and standards in higher education within the context of 1996 and 1997 British reports concerning governance of higher education and the wider public scene. Part 1 examines the values and assumptions of academic research and scholarship and accountability issues concerning investment to fund that work. Individual chapters address: values and the world of scholarship, academic freedom and professional ethics, value for money, and the public interest. Part 2 examines the various constituents that comprise a university and the issues of accountability within the institution. Chapters discuss structure and purpose of the university; institutional autonomy of both academics and managers; membership, employment, office; internal legislation; the rights of the subordinate and the insubordinate; and resolving disputes. Part 3 considers the topic of standards and accounting for academic decisions. Specific chapters examine the value of a degree, peer review and appraisal, forming academic judgments, ensuring sound procedures, and reasonableness. (Contains approximately 175 references.) (DB)

ED 434 547 HE 032 240

Palfreyman, David, Ed.; Warner, David, Ed.
Higher Education and the Law: A Guide for Managers.
PUB DATE- 98
NOTE- 377p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Administration; *Court Litigation; *Educational Legislation; Foreign Countries; Governance; *Higher Education; *Legal Problems; *Legal Responsibility; School Law

University: A Tale of Two Futures" (James J. Duderstadt); (5) "The University and the Information Age" (Stanley O. Ikenberry); (6) "The Economics of Higher Education in the United States: What Can Other Developed Countries Learn from It?" (Harold M. Williams); (7) "Financing Universities through Nontraditional Revenue Sources: Opportunities and Threats" (Werner Z. Hirsch); (8) "Networks and Strategic Alliances within and between Universities and with the Private Sector" (Hans J. A. van Ginkel); (9) "The Research University's Potential as an Area's Growth and Prosperity Stimulant" (Peter Preuss); (10) "Research and Education: New Roles, New Instruments" (Dennis Tsichritzis); (11) "Higher Learning as a Joint Venture between State and Industry: The Example of the International University in Germany" (Heide Ziegler); (12) "Governance" (Howard Newby); (13) "Information Age Challenges to Research Libraries: Crisis in the University of California System" (Charles F. Kennel and Sharon E. R. Franks); (14) "Lifelong Learning in the University: A New Imperative?" (Alan Wagner); (15) "Higher Education in the Twenty-First Century: A European View" (Jacob Nuesch); (16) "Future Challenges Facing American Higher Education" (Chang-Lin Tien); and (17) "The New University" (Frank H. T. Rhodes). An appendix contains the Glion Declaration on the state of the university at the millennium. Most essays contain references. (MDM)

ED 434 567 HE 032 295

Access America for Students. Strategic Plan.
PUB DATE- 99
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; *Access to Information; Adult Education; Continuing Education; *Educational Planning; *Federal Government; Federal Programs; Government Role; Higher Education; *Information Dissemination; Lifelong Learning; Strategic Planning; *Student Financial Aid; Student Loan Programs; Students; World Wide Web
IDENTIFIERS- *Access America for Students; National Partnership for Reinventing Government

This report provides an overview of a federal initiative, entitled Access America for Students, which is designed to re-engineer the way training and educational services are delivered to students. Part of the National Partnership for Reinventing Government, the initiative's major objectives are to implement privacy and security processes for transacting business over the Internet, improve student financial aid cash management controls, leverage commercial systems, and establish a common business environment (including common record formats and operating procedures). In the Access America for Students initiative, federal agencies focus on postsecondary students, including lifelong learners, outlining strategic objectives, key components of the initiative (including the students.gov Web site), program development, a pilot program, and plans for national availability. Nine appendixes provide information on related Web links; note several Access America for Students initiatives already initiated or proposed by the Departments of Education, Veterans Affairs, Labor, Education, and Treasury and the Office of Personnel Management; present the initiative's steering committee charter; and list report contributors. (MDM)

ED 434 568 HE 032 296

while preparing for the future. (Contains 99 references and an index.) (MDM)

ED 434 588 HE 032 366

Weeks, Kent M., Ed.
Lex Collegii. Volume 22.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrators; Age Discrimination; College Faculty; College Housing; College Students; Contracts; *Court Litigation; Disabilities; Faculty Evaluation; Higher Education; *Legal Problems; *Private Colleges

These four newsletters contain articles and columns on legal issues of interest to private colleges and universities (particularly those related to the United Methodist Church). Feature articles include: (1) "Administrators and Authority: Who Obligates the College?" which focuses on the conditions under which conflicts over alleged obligations may arise; "The Fiduciary Obligations of Faculty and Administrators," which addresses situations that may arise from the courts' willingness to characterize professors and administrators as fiduciaries of an institution; "College Housing: New Challenges to Old Services," which examines several recent challenges to residence hall policies that require students to live on campus and that affect disabled students; and "Age Discrimination and Performance Assessment," which focuses on the effects of the Age Discrimination in Employment Act on the employment and retirement of faculty. Additional features in some issues include Interrogatories, a column offering answers to readers' questions; a cumulative (1978-1998) topic index; and the College Legal Issues Higher Education Litigation Index, which reflects the legal terrain in which colleges operate. (Feature articles contain references.) (MDM)

ED 434 589 HE 032 367

Serving Students: The OSFA Ombudsman.
PUB DATE- 99
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Educational Finance; *Federal Programs; Financial Services; Higher Education; Loan Default; Loan Repayment; *Ombudsmen; Problem Solving; Program Development; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Department of Education; *Office of Student Financial Assistance

This report examines issues relevant to establishing an Office of Student Financial Assistance (OSFA) ombudsman office within the Department of Education. The OSFA ombudsman office came out of the need to improve student lending program services and to mitigate the impact of loan default on students. It was determined that students involved in lending disputes and loan repayment problems needed a source of assistance at the Department of Education. A development team was assembled to examine the issue and formulate recommendations. The team recommended that the ombudsman office should quickly and informally resolve borrower complaints, work with schools and

This review of state higher education assessment policies sought to test assumptions and conclusions reached during an initial phase of the study, to explore the dynamics of the process by which assessment becomes a state-level issue or concern, and to better understand the multifaceted relationship between state assessment policy and the improvement of teaching and learning. A questionnaire mailed to all 50 state academic officers in December 1997, with follow-ups throughout 1998, resulted in 38 responses. The 21-item questionnaire covered: policy context, objectives, process, outcomes, evaluation, and future directions. The study found that while all states sought to satisfy a variety of objectives through their assessment policies, it also found significant divergence between stated policy objectives and reported outcomes. Campus executive officers were the most consistently significant players in the assessment policy process. In examining the relationship between policy and improvement in teaching and learning, most academic officers saw improved teaching and learning and assessment policy as highly interdependent, although there was some perception that resistance at the institutional and/or faculty level hindered the effectiveness of state policies. Future case studies will be based on the findings and responses from the questionnaire. Appended is the State Higher Education Assessment Questionnaire. (CH)

ED 434 608 HE 032 386

Kirst, Michael W.
Improving and Aligning K-16 Standards, Admissions, and Freshman Placement Policies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Admission Criteria; Admission (School); Affirmative Action; *Articulation (Education); Change Strategies; College Applicants; College Entrance Examinations; College Freshmen; College Preparation; *Educational Change; *Educational Planning; Elementary Secondary Education; Higher Education; Program Content; Resistance to Change; State Boards of Education; State Curriculum Guides; State Standards
IDENTIFIERS- Illinois

This document examines various efforts to reform education by institutions of higher education, by states and local school systems, and by the federal government. It charges that many K-12 reform policies are moving secondary and postsecondary education in disparate directions. Problems identified include a lack of authentic measures for student assessment in relation to college preparation; misalignment between secondary student preparation and college admissions and placement standards; placement of many students in remedial classes; and low retention and completion rates of students at many public institutions. Among the recommendations made for rethinking higher education admissions and freshman placement policies are the following: (1) permit students to substitute subject matter-based external examinations in lieu of standardized placement tests; (2) link admissions standards to external discipline-based state standards; (3) align freshman placement exams with other state standards and publicize placement exam content, standards, and consequences; (4) require writing samples for all admissions decisions; (5) have higher education and 1998. Specifically the study examined: (1) characteristics of working students; (2) work patterns based on student characteristics and institution attended; (3) impact of work on student performance and persistence; and (4) off-campus employment and financial aid. Findings led to the following conclusions: 69 percent of the winter-enrolled students reported they had worked at some point during the 1996-97 academic year; major differences existed in how much students earned, per hour earnings, and how many hours they worked based on the institution attended and class standing; working did not appear to be a major influence in a student's likelihood of re-enrollment in a four-year institution nor upon student performance as measured by grade point average; and 85 percent of students received financial aid or worked in off-campus employment. Appendices provide additional detail on participating institutions, available data, on-campus employment, and work-study employment. (DB)

ED 434 628 HE 032 406

Washington Education Association Directory, 2000.
PUB DATE- 99
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Higher Education; *National Organizations; *Organizations (Groups)
IDENTIFIERS- *District of Columbia

This directory presents profiles of 73 higher education associations located in the Washington, DC (and northern Virginia) area. Preliminary information includes an alphabetical list of the associations by full name and an alphabetical list by organizational acronym. Each profile includes the organization's address, telephone numbers, e-mail and Web site addresses, names of key personnel, and a narrative description of the organization usually noting founding date, purpose, and major programs. (DB)

ED 434 629 HE 032 407

Barnetson, Robert James
Academic Capitalism and Accountability in Higher Education.
PUB DATE- 99
NOTE- 212p.; Ph.D. Dissertation, University of Calgary.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Accountability; *Capitalism; Case Studies; Definitions; *Educational Finance; Foreign Countries; Government School Relationship; Higher Education; Long Range Planning; Productivity; Public Policy; State Aid; State Colleges; State Universities
IDENTIFIERS- *Alberta; *Performance Based Funding

This dissertation examines performance-based funding in higher education in Alberta (Canada) using a case study that examined government funding of public higher education in that province. Six hypothesized goals for performance-based funding were developed from the literature, and relevant government documents were analyzed in terms of these goals. The study concluded that: (1) While Alberta's government did seek to increase institutional accountability, it did not introduce performance-based funding to achieve this end; rather, a closely related reporting framework to increase institutional

(NA) conducted by class of course 7010: "Institutional Technology (IT), Pro-Seminar".
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; *Educational Technology; Graduate Surveys; Higher Education; *Instructional Design; Literature Reviews; *Masters Programs; *Needs Assessment; Program Evaluation; School Surveys
IDENTIFIERS- Employer Surveys; Utah State University

The purpose of this needs assessment, conducted as a class project, was to identify the gaps which may exist in the current Instructional Technology (IT) program at Utah State University (USU). Five task groups were formed to handle specific areas of concern: (1) literature review, examining definitions of the field, competencies for graduates and professionals of the field, other programs in instructional technology, and exit interviews from USU graduates; (2) curriculum audit and curriculum matrix; (3) mail and e-mail survey of recent master's graduates of the USU IT Department; (4) telephone survey of other IT departments, in order to provide an external frame of reference; and (5) a focus group survey of companies in the surrounding area who hire instructional designers. Overall, the needs assessment was largely positive. In particular, graduates responded that the department teaches both the theoretical and practical aspects of the instructional design process well. Individual task group results are summarized, and the original reports provided by the task force teams are included. (AEF)

ED 434 650 IR 019 812

LincOn: Internet for Education. Bringing the World to Illinois, 1998. Membership Application Form and Instructions.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; *Computer Networks; Elementary Secondary Education; Information Networks; *Internet; *State Programs; Telecommunications
IDENTIFIERS- Access to Technology; Connectivity; *Illinois

This document contains the enrollment application form and line-by-line instructions for subscribing to LincOn, a statewide network, administered by the Illinois State Board of Education, that allows public K-12 schools to access the Internet. An overview of LincOn and a checklist for implementing LincOn membership are also included. Appendices include a discussion of domain names, common questions, and contact information. Also appended are forms and instructions for additional buildings/organizations, IP (Internet Protocol) request application and instructions, dial-up router information, and additional contacts, as well as the LincOn management release agreement. Also included is a fact sheet for the 17 LincOn points of presence in Illinois. (AEF)

ED 434 651 IR 057 483

Library Services and Technology Act Five-Year Plan. October 1, 1997-September 30, 2002. Revised.

as the basis for the "Faculty at Work" questionnaire. (Contains 19 endnotes and 5 data tables.) (MES)

ED 434 669 IR 057 513

Van Vuren, A. J.; Henning, J. C.
User-Education in a Flexible Learning Environment--An Opportunity To Stay Relevant in the 21st Century.
PUB DATE- 98
NOTE- 12p.; In: The Challenge To Be Relevant in the 21st Century: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Pretoria, South Africa, June 1-5, 1998), Volume 18; see IR 057 503.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Educational Change; Foreign Countries; Futures (of Society); Higher Education; *Information Literacy; *Library Role; Users (Information)
IDENTIFIERS- *Flexible Learning; Learning Environments; *Resource Based Learning; South Africa; Twenty First Century

This paper discusses the change from traditional instructional packages to flexible learning systems in higher education in South Africa, and the role of academic libraries in supporting and facilitating the new educational philosophy and methods. The first section presents a definition of flexible learning and addresses the implications of the following three dimensions of flexible learning: delivery methods and improved access, including focus on massification of higher education and flexible delivery of education as an instrument of massification in South Africa; learner-centered approach; and the role of resource-based learning. Resource-based learning and information literacy are covered in the second section, including the interdependence of the two concepts and their implications for academic libraries. The third sections describes two strategies to ensure that the library plays a central role in learning activities--adapting the role of the library and information professional, and developing user education in support of flexible learning. Information user training as a means of survival in the 21st century is discussed in the next section. The conclusion outlines actions that the library and information profession must take in order to stay relevant in the 21st century. (Contains 25 references.) (MES)

ED 434 670 IR 057 514

Karelse, Cathy-Mae
Smarter Higher Education: Information Literacy Adds Value.
PUB DATE- 98
NOTE- 15p.; In: The Challenge To Be Relevant in the 21st Century: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Pretoria, South Africa, June 1-5, 1998), Volume 18; see IR 057 503.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Educational Change; Foreign

total spending impact of the college, using data from fiscal year 1996-97, was $20,521,915. Part B calculates the additional tax revenues to the county and state as a result of increased earning power of Jefferson graduates. The expected increments in county sales taxes from 1996-97 graduates over their working lives was $7,135,768, and $13,350,981 in state income taxes. Part C identifies the estimated annual cost to a typical county resident to support the college. Part D estimates the total employment impact in the county related to the college's operations. Finally, part E computes the magnitude of external dollars accessed and retained for the county as a result of the community's investment in the college. The data indicate that Jefferson College has a major impact on the economy of Jefferson County and on Missouri. (Contains 7 figures and 6 endnotes.) (VWC)

ED 434 689   JC 990 622

Columbia Basin College Assessment & Effectiveness: Report to the College Community.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; *Educational Assessment; *Evaluation Methods; *Institutional Evaluation; *Institutional Mission; Needs Assessment; Student Evaluation; Two Year Colleges; Vocational Evaluation
IDENTIFIERS- *Columbia Basin College WA

This report furnishes examples of assessment and effectiveness activities at Columbia Basin College (Washington). In 1997, the college's Board of Trustees began using the Carver Model of policy governance and created a new college mission statement and related end states, which directly answer the question, "What good will be produced for which people, at what cost?" The college also developed a strategic planning model to measure inputs, throughputs, and accountability as tied to the end states and the new mission statement. Assessment and evaluation are conducted across the Columbia Basin College community, including academic and professional programs, general education requirements, facilities, community relations, and student services. The types of activities the college focuses on include: (1) institutional effectiveness, which involves creating a plan that outlined core indicators of effectiveness; (2) department/program level outcomes assessment, such as its nursing department assessment tool and the development of a common final by the Mathematics Department; (3) course level outcomes assessment, including a syllabus project and a "one-minute write"; (4) general education assessment, such as ASSET scores and a statistical analysis of the success of English courses; and (5) accountability/performance funding assessment, which is especially apparent at the Career and Transfer Centers. This document provides an overview of the process used to develop the college's assessment system, the general way in which the assessments and evaluations are conducted, and recommendations for further steps and ongoing evaluation. (EMH)

ED 434 690   JC 990 623

Minneapolis Community & Technical College (MCTC): A Scenario for 2003 . A Speculative Look at the College's Future.

98, 23 initiatives, programs and projects were funded, including Job Development Incentive Training Fund, Small Business Development Centers, Workplace Learning Resource Centers, and Employer-Based Training. Each of these was implemented at several community colleges, for a total of 181 local projects. The total budget of the Economic Development Program was $29 million, an increase of approximately $20 million from 1996-97. Appendices include products produced by each program; strategic partners, public and private, for each program; and budget summaries from 1982-83 to 1997-98. (RDG)

ED 434 709 JC 990 644

McHewitt, Earl R.
VCCS Utilization of Classrooms and Labs, Fall 1998.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Annual Reports; Classrooms; *Community Colleges; Educational Assessment; *Facilities; *Facility Guidelines; Laboratories; *Space Utilization; State Agencies; *State Standards; Two Year Colleges
IDENTIFIERS- *Virginia Community College System

This report describes Virginia Community College System's (VCCS) performance on several facilities utilization measures for 1998 and compares measures with standards adopted by the state council. As a system, classrooms were used an average of 33 hours per week and were occupied at an average of 67% capacity. Laboratories were used 26 hours per week and were occupied at 75% capacity. Lab use exceeded SCHEV standards for use and occupancy (24 hours per week at 78 percent). For classrooms, the actual use is below the standard of 40 hours but exceeds the occupancy standard of 60 percent. Only three of 23 colleges exceeded classroom usage standards. All measures include both for-credit and not-for-credit instruction in permanent, on-campus facilities. Two figures graph average weekly hours of usage for classroom and laboratories at each campus. Tables detail: the number of classrooms and laboratories at each campus and the square footage of these facilities; actual vs. target weekly room use, weekly station use and occupancy rate; weekly station use hours for classrooms at each campus from 1994, 1996, and 1998; weekly station use hours for laboratories at each campus from 1994, 1996, and 1998; extended-day utilization of on-site space for each campus from fall 1998. (RDG)

ED 434 710 JC 990 646

Gruber, Linda J.
Beyond Borders: A Validation of the Areas and Indicators of Quality of International Education Programming in U.S. Two-Year Colleges.
PUB DATE- 94
NOTE- 512p.; Ed.D. Dissertation, Northern Illinois University.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- College Planning; *Community Colleges; Educational Change; *International Education; *International Programs; Program Evaluation; Program Guides; *Program Validation; *Programming; Two Year Colleges

Education; Educational Cooperation; Educational Improvement; Educational Needs; Educational Objectives; Educational Opportunities; Educational Practices; Educational Strategies; Educational Trends; Financial Support; Independent Study; Individualized Instruction; *Innovation; *Lifelong Learning; Models; National Surveys; Partnerships in Education; Postsecondary Education; Professional Development; Program Design; *Program Implementation; Program Improvement; Student Centered Curriculum

This book, which is intended for practitioners working with adult learners at the postsecondary level, describes a wide range of lifelong learning program models and educational strategies that have proved successful with adult learners across the nation. Data gathered by the Commission for a Nation of Lifelong Learners in a national study of lifelong learning programs are used to illustrate how the goals of lifelong learning are being met in practice. Part 1, "Meeting the Nation's Need for Lifelong Learning," discusses "The Challenge to Postsecondary Education From an Expanding Pool or Learners"; and "Toward Models of Good Practice." Part 2, "Innovative Responses to Learner Needs," describes "Individualization and Self-Directed Learning"; "Learner-Centered Design"; "Competence-Based Focus"; and "Opportunities for Advanced Professional Development." Part 3, "Strategies and Approaches to Program Implementation," contains "Collaborative Relationships among Providers"; "Customizing Programs to Sponsors' Needs"; "Sustaining and Renewing Successful Programs"; and "Conclusion: Summary of Best Practices and Future Trends in Adult Credit Programs." Appended are the following: list of members of the Commission for a National of Lifelong Learners; list of programs mentioned and contact information; and Survey Of Innovative Adult Credit Programs questionnaire. The book contains 286 references and an index. (MN)

ED 434 211 CE 079 157

Bagnall, Richard G.
Discovering Radical Contingency: Building a Postmodern Agenda in Adult Education. Counterpoints: Studies in the Postmodern Theory of Education, Vol. 81.
PUB DATE- 99
NOTE- 242p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; *Adult Educators; Comparative Analysis; Educational Change; Educational Environment; Educational Objectives; Educational Philosophy; Educational Principles; Educational Research; *Educational Trends; Foreign Countries; *Modernism; *Social Influences; *Sociocultural Patterns; Teacher Student Relationship; Theory Practice Relationship; Trend Analysis; Vocational Education
IDENTIFIERS- Australia; Modernity; New Zealand; *Postmodernism; United States

This book examines the implications of postmodern culture for adult education through a review of modernist culture and education and a comparative account of modernist and postmodernist culture that is configured as a set of six tensions in three domains: belief (situatedness and ambiguity); individual identity (determination and control); and sociality (homogeneity and temporality). The tensions are used to explore the nature of educational practice and engagement in postmodernity from different perspectives: through dialogues with students regarding practice; through case studies of

A New Model for Business Investment in Educational Change. Shaping the "Before, During and After" of Teacher Internships and Bridging Cultures: How Businesses and Teachers Are Changing Student Learning.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; Change Strategies; Corporations; Education Work Relationship; Educational Change; Educational Cooperation; Educational Planning; Experiential Learning; Guidelines; Inservice Teacher Education; *Internship Programs; Models; Outcomes of Education; *Partnerships in Education; Program Development; Program Effectiveness; *School Business Relationship; *Strategic Planning; *Teacher Improvement; Work Experience Programs
IDENTIFIERS- BellSouth Foundation

These two booklets are products of the Bell South Foundation's teacher internship program, which awarded 2-year grants to 8 school districts to immerse teachers in workplace experiences, enhance their understanding of workplace demands, and thereby improve their teaching. The first booklet focuses on the importance of placing equal emphasis on the actual onsite teacher experience and pre- and post-experience planning. It discusses factors in the success of teacher internship programs in the before, during, and after stages. Among the success factors discussed are the following: teacher teams; administrator commitment; employer commitment; design teams; learning by working; technology; transfer of teacher learning; and ongoing evaluation. In the second booklet, actual comments of more than 30 teacher interns who participated in the internship program are used to explain how the program is enabling business and teachers to change student learning. Among the topics covered in their comments are the following: closing the gap between school and work; creating valuable teacher internship experiences; and changing student learning by bringing skills to life in the classroom and changing the curriculum to capitalize on teacher interns' work experience. Concluding the booklet are profiles of the grantees and a list of teacher respondents. (MN)

ED 434 230 CE 079 223

Fitzpatrick, Lynne; Wignall, Louise; McKenna, Rosa
The Assessment and Placement Resource for the Literacy and Numeracy Programme: Developing Pre-Training Assessments Using the National Reporting System.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 99
NOTE- 89p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Case Studies; Classroom Techniques; Educational Assessment; *Evaluation Methods; Foreign Countries; Guidelines; Interviews; Learning Strategies; *Literacy Education; *Numeracy; Program

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Education; Adult Education; Adult Learning; *Cooperative Learning; Educational Trends; Employer Employee Relationship; Equal Education; *Holistic Approach; Job Training; *Labor Education; *Lifelong Learning; Literacy Education; Partnerships in Education; Trend Analysis; *Unions; Work Environment; Workplace Literacy
IDENTIFIERS- ERIC Digests

Globalization of the economy and rapid technological innovation challenge today's work force to prepare for continuous change. In response to a strong mandate from their membership, labor unions have formed partnerships to deliver the necessary worker education. Because they are in daily contact with workers and have a holistic knowledge of individual workers' needs, labor unions are in an excellent position to provide worker education. To meet the work force's education needs effectively, however, unions must form new partnerships with management, community organizations, and statutory bodies. One of the most dramatic changes in labor union-sponsored work force education is its broad scope. Many employee development programs now seek to promote workplace learning beyond firms' narrowly defined business interests. This broad-based learning addresses the challenge of turning novices into experts. Literacy issues underlie many educational initiatives. Labor-sponsored, worker-centered learning programs are democratic in structure and involve discussion facilitators who use a wide variety of exercises and activities to encourage participatory learning. Many labor unions are taking a hard line on educational equity issues and focusing on low-paid, low-status, or female employees. Increasing educational access for these union members means eliminating physical barriers to educational participation. (Contains 19 references.) (MN)

ED 434 248   CE 079 254

Brown, Bettina Lankard
Vocational Certificates and College Degrees. ERIC Digest No. 212.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Comparative Analysis; *Degrees (Academic); Education Work Relationship; Educational Benefits; *Educational Certificates; Educational Needs; Educational Status Comparison; Educational Trends; *Employment Level; Employment Potential; Employment Projections; Higher Education; *Lifelong Learning; *Salary Wage Differentials; Trend Analysis; *Vocational Education
IDENTIFIERS- ERIC Digests; Reverse Transfer Students

Many studies have verified that education beyond high school results in higher earnings. The highest earnings benefits depend upon certification or degree achievement. Not obtaining a degree results in some penalty: individuals who have some college credit but no degree earn less than associate degree holders. Professional and vocational certificate holders exhibit a wide range of salary differences. Furthermore, and cancellations were collected from national training statistics and face-to-face and telephone interviews with participants from Victoria, South Australia, and Queensland. State processes required employers who consider displacing an A/T for reasons of economic hardship or work shortages to find another employer or contact the training officer. GTCs played an increasingly greater part in employment of A/Ts; almost half found third- and fourth-year A/Ts hard to place due to high cost; and they used various strategies to keep A/Ts in work. In a few instances, colleges experienced major problems in accessing work experience or vocational placements. In rare instances of displacement, colleges usually allowed A/Ts to continue formal training. Companies believed in apprentice training to avert future skill shortages; few had displaced an A/T because of work shortages or economic hardship; very few currently or previously employed A/Ts who had reported disabilities, had Aboriginal and Torres Strait Islander backgrounds, did not speak English, or were female. Findings pointed to five strategies to expand numbers and improve training of skilled workers. (A glossary precedes the report. Appendixes include participants, interview questions, and industry case studies.) (YLB)

ED 434 287   CE 079 304

The National Research and Evaluation Strategy for Vocational Education and Training in Australia 1997-2000.
PUB DATE- 97
NOTE- 28p.; Prepared for the National Research and Evaluation Committee.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Diffusion (Communication); *Educational Assessment; Educational Planning; *Educational Research; Foreign Countries; *Information Dissemination; Job Training; Long Range Planning; National Programs; Outcomes of Education; Postsecondary Education; Program Evaluation; *Research Utilization; Secondary Education; *Strategic Planning; *Vocational Education
IDENTIFIERS- *Australia

Australia's new national vocational education and training (VET) research and evaluation (R&E) strategy is underpinned by the goal of improving the VET systems and must accommodate the needs of all the different stakeholders in the VET sector. It focuses on research applied in nature, consolidating and advancing knowledge, and on evaluation work directed at the judgment of merit. The following key priority areas have been identified for the national R&E strategy: economic and social implications of VET; employment and the workforce; pathways from school to work; outcomes of the VET sector; the quality of provision of VET; and future issues affecting the VET sector. To make the national R&E program more useful, each project or activity funded through the strategy is designed to have a utilization plan that would be developed as part of the project brief. The range of dissemination methods available to the strategy is as follows: reports; journal articles in refereed or nonrefereed journals and books; articles; workshops, conferences, roadshows, and briefings; databases; networks of stakeholder or interest groups; existing and new publications; better use of technology, including the World Wide Web; and establishment and maintenance of a VET sector hotline. The national strategy involves the following: a series of priority studies; a program of leading edge or visionary research;

15 references.) (MKA)

ED 434 287 CG 029 470

Tebb, Kathleen P.
The Effectiveness of Mentoring for Adolescent Mothers and Their Infants: A Comparative Study between Sister Friend and Cal Learn.
PUB DATE- 99
NOTE- 103p.; Ph.D. Dissertation, University of California, Davis.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Adolescents; Attendance; Behavior; Child Development; *Early Parenthood; Family Environment; *Infants; Low Income; *Mentors; *Mothers; Parent Child Relationship; Parent Education; Parenting Skills; Program Evaluation

This study evaluated Sister Friend, a mentoring program in Yolo County, California, serving low-income adolescent mothers and their infants. The primary objective was to determine if participating in the Sister Friend program improved the adolescent mother's parenting class attendance, the home environment, parenting behavior, and child development outcomes. This study employed a quasi-experimental design to evaluate the effectiveness of Sister Friend. It compared adolescent mothers participating in both the Sister Friend and Cal Learn programs with a similar group of mothers receiving only Cal Learn services. Data was collected upon entry into the Sister Friend Program and again 6 months later. The second aim of the study was to evaluate the implementation of the Sister Friend program. Interviews with adolescent mothers and their mentors examined how frequently adolescent mothers met with their mentors, the types of activities they were involved in, program support for the match, and the quality of their relationship. In spite of a small sample, this study found that adolescent mothers and their infants participating in the Sister Friend program had significantly better outcomes than those in the Cal Learn-only group. Recommendations are made for future research and an integrated service delivery system for adolescent mothers and their children. Appendix A provides copies of the assessment tools used in the study; Appendix B is the Infant and Toddler Immunization Schedule; Appendix C provides the HOME inter-observer reliability coefficients; and Appendix D provides examples of existing services for adolescent mothers and their infants in Yolo County. (Contains 5 tables and 75 references.) (MKA)

ED 434 288 CG 029 473

Lichtenberg, James W.; Hummel, Thomas J.
Understanding and Feeling Understood as a Function of Time in Therapy.
SPONS. AGENCY- Kansas Univ., Lawrence. General Research Fund.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Effectiveness; Counselor Characteristics; *Counselor Client Relationship; Counselor Performance; Outcomes of Treatment; *Perception; *Therapists; *Therapy

language and phonics, this paper suggests personalizing the teaching of reading using both methods of reading instruction. It gives two examples of how personalized units of reading instruction were used. The paper suggests giving pupils ample opportunities to choose and read a library book of personal choice. Suggesting the use of "Big Books" to be read and discussed together in the classroom, it lists 5 features that make for personalized reading with the Big Book approach. The paper lists 5 ways that the basal reading approach may become more personalized for pupils. Next, it mentions 5 things teachers need to consider when dealing with one-on-one instruction in the classroom. The paper concludes that pupils need to become good readers so that a wholesome self-concept may evolve and utilitarian needs are met through reading proficiently in school and in society. (SC)

ED 434 308 CS 013 674

Ediger, Marlow
What Is the Reading Achievement Levels of Our Pupils?
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Metacognition; *Reading Achievement; *Reading Instruction; Reading Programs; *Reading Tests; *Standardized Tests; *Student Needs; Testing Problems
IDENTIFIERS- *Educational Issues

This paper states that today's newspaper and educational journal articles complain that only half the school population can read on grade level. Yet standardized tests are written to spread pupils out from the first to the 99th percentile, or from three or more standard deviations above to three or more standard deviations below the mean. Standardized tests have many weaknesses in describing a pupil's present level of reading achievement. The paper lists 10 weaknesses in standardized tests, followed by five remarks about student reading often seen in news accounts. The paper calls for a vision of "what can be" in a reading program--a vision that practitioners need to articulate to parents, people in the community, and others interested in educating children. It then delineates this forward looking reading program, discussing metacognition skills, the learning environment, actively involved parents, personalized reading instruction, emphasis on the psychology of learning in teaching reading, and diagnosis and remediation in reading. (Contains 10 references.) (NKA)

ED 434 309 CS 013 687

Feldman, Jean R.
Ready, Set, Read! Hundreds of Exciting, Skill-Appropriate Ready-To-Use Reading Readiness Activities. Pre-K-1.
PUB DATE- 99
NOTE- 239p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Early Childhood Education; *Emergent Literacy; Eye Hand Coordination; Learning Activities;

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Beginning Reading; *Early Intervention; Elementary Education; *Instructional Effectiveness; *Reading Achievement; *Reading Difficulties; *Reading Instruction
IDENTIFIERS- ERIC Digests; National Assessment of Educational Progress

Noting that the development of effective intervention programs and instructional strategies for the struggling or underachieving reader continues to be a topic of concern, this Digest first reviews the current status of reading performance, based on the 1998 National Assessment of Educational Progress. It then reports on the importance of early reading instruction and presents a summary of the components of successful intervention programs. The Digest concludes by summarizing the types of instructional activities present in successful intervention programs. (Contains 12 references.) (RS)

ED 434 332 CS 013 732

Start Early, Finish Strong. How To Help Every Child Become a Reader. Updated Edition.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 135p.; A publication of the America Reads Challenge project. Includes revisions to original July 1999 publication (see ED 431 176).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Early Childhood Education; *Parent Participation; *Parent Role; *Reading Achievement; *Reading Improvement; Reading Skills; Teacher Education; *Teacher Role

This book suggests that, powered by the dynamics of the economy, the reading crusade of Americans, a blueprint for action, and unprecedented momentum, a significant reading breakthrough in reading achievement is within reach in the United States. By "starting early," it addresses the fact that the roots of reading take hold well before children go to school; and by "finishing strong," it notes that schools alone cannot do the job of teaching children to read--parents must stay involved, the community must help, and nothing is more important than a highly skilled, well-prepared teacher. After an executive summary that discusses how to help every child become a reader, and an introduction that addresses the "right kind of reading war," chapters in the book are: (1) Raising Readers: The Tremendous Potential of Families; (2) Ready to Read: Building Skills through Early Care and Education; (3) Read to Succeed: How Schools Can Help Every Child Become a Reader; and (4) Every Child a Reader: How Citizens, Public Leaders, and Communities Can Help. (Contains approximately 150 references; appendixes and discussions were planned that would immerse interested teachers in practices of substantive response and allow them collectively to compare the effectiveness of strategies for applying the practices of substantive response. According to the paper, each professor was emboldened to experiment with new approaches to teaching. The second professor uses an "open letter" to his colleagues to describe in narrative form his feelings about teaching and how the fellowship has given him the opportunity to let some other people into the private space of teaching. A research proposal for research on professorial responses to student writing (with Dora Flores) is appended, as is an update on the project. (NKA)

ED 434 354 CS 216 913

Dowling, Carolyn
Writing and Learning with Computers.
PUB DATE- 99
NOTE- 89p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Computers; Critical Theory; Elementary Secondary Education; Higher Education; *Hypermedia; *Internet; *Word Processing; *Writing Instruction
IDENTIFIERS- Writing to Learn

Noting that technology is rapidly changing how people write, and why, this book explores the types of computer-mediated writing that can be undertaken by students of all ages and abilities, from elementary school through the university, both within and outside the classroom. It addresses such issues as whether there are computer programs that "teach" writing, critical theory, literacy, and writing to learn. The book helps teachers navigate these issues, exploring the new technologies impacting on writing--word processing, hypertext, and the Internet--and their successful integration in the classroom. Chapters in the book are: (1) Word Processing and the Writing Process; (2) Word Processing in the Classroom: Questions and Answers; (3) Word Processing in the Classroom: Activities for Students; (4) Hypertext in Theory and Practice; (5) Multimedia and Writing; (6) Multimedia in the Classroom; (7) The Internet: New Contexts for Writing; (8) Writing on the Internet: Questions and Answers; (9) Writing on the Internet: Activities for Students; and (10) Writing with Computers: What's Next? (Contains suggestions for further reading and an index.) (RS)

ED 434 355 CS 216 915

Bamford, Rosemary A.; Kristo, Janice V.
Checking Out Nonfiction K-8: Good Choices for Best Learning. Bill Harp Professional Teachers Library.
PUB DATE- 00
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Elementary Education; *Literary Genres; *Nonfiction; *Reading Material Selection; Text Structure

Noting that nonfiction literature for children came of age in the

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; High Schools; *Internet;
  *Journalism Education; Secondary School Teachers; *Teacher
  Attitudes; Teacher Certification; Teacher Surveys
IDENTIFIERS- *Journalism Educators; *Scholastic Journalism

A survey of high school journalism teachers attending the Florida Scholastic Press Association convention found that 75% had access to the Internet at home and 56% had access to the Internet at school. Surveys and cover letters were distributed to the 120 advisers attending the 1997 convention; 39 advisers completed the survey for a response rate of 32%. More than half of the respondents said they would take courses for certification or recertification credit if offered via distance learning. The teachers' main concerns about distance learning courses were the time involved in taking the course and the cost of the course. (Contains 16 references, a figure, and a sample survey.) (Author/NKA)

ED 434 377   CS 510 158

Annarella, Lorie A.
Using Readers' Theatre in the Classroom.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
  (120)
DESCRIPTORS- Acting; *Creative Dramatics; *Creative Expression;
  Critical Reading; Elementary Secondary Education; Experiential
  Learning; *Improvisation; Oral Interpretation; *Reader Text
  Relationship; *Readers Theater; *Reading Comprehension
IDENTIFIERS- Dramatic Improvisational Behavior; Reading Uses

Reader's Theatre can be used to combine basic literature and writing instruction with creative arts. Improvisational playmaking by students, using literature in the form of plays, prose, and poetry, forms the basis of Reader's Theatre. Use of Reader's Theatre in the classroom can: (1) foster deeper understanding of character, setting, and plot through the reading, interpretation, and experience of dramatic performance; (2) create deeper understanding of content and a sense of identity and personal validation by making students responsible for their own learning; and (3) encourage better interpersonal interaction through the body language, voice control, and empathy inherent in the group acting experience. Results suggest that the program develops classroom energy and student/teacher motivation by engaging children in holistic involvement with literature and encouraging students to discover, ask questions, role play, and thus achieve a sense of belonging. (EF)

ED 434 378   CS 510 159

Annarella, Lorie A.
Using Creative Drama in the Multicultural Classroom.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
  (120)
DESCRIPTORS- Classroom Techniques; *Creative Activities; Cultural
  Differences; *Drama; Elementary Secondary Education; Higher

Akbaba, Sadegul
Organizational Health of the Secondary Schools in Turkey and Changes Needed.
PUB DATE- 99
NOTE- 30p.; Paper presented at the Annual Meeting of the American Association of Behavioral and Social Sciences (2nd, Las Vegas, Nevada, February 2-4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Educational Assessment; *Educational Environment; Foreign Countries; High Schools; *Institutional Evaluation; *Organizational Climate; *Principals; *Teacher Attitudes; Work Environment

This paper explores the opinions of teachers and principals in Bolu, Turkey, with regard to the organizational health of their schools. It outlines an organizational inventory to determine each school's health profile and examines whether teachers' opinions of the organizational health of their schools are affected by teachers' gender, branch, job experience, working years at the same schools, and level of education. Following a pilot study, an organizational health inventory was developed across five dimensions: organizational leadership, organizational integrity, environmental interaction, organizational identity, and organizational product. The inventory was then distributed to 810 teachers and administrators; 485 questionnaires were returned and used for data analysis. The results revealed a significant difference between the opinions of teachers and administrators as they relate to organizational leadership, organizational integrity, internal and external interaction, and organizational products. However, there was no significant difference between the two groups on organizational identity. An important finding was the difference in opinions regarding organizational health. It suggests that administrators can look at the organizational health profile of their schools to obtain clues on problems and matters requiring change. It is recommended that schools with low health scores develop improvement plans. (Contains 26 references.) (RJM)

ED 434 399 EA 030 061

Hatch, Holly; Hytten, Kathy
Mobilizing Resources for District-Wide Middle-Grades Reform.
PUB DATE- 97
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Audits (Verification); Case Studies; Change Strategies; Educational Assessment; *Educational Change; *Middle Schools; Resource Allocation

This book describes the rationale and research underlying the testing of an "audit" that explored how school districts organize themselves to reform middle-grades education. The volume is intended for those who seek to improve achievement, equity, and learning communities. Section 1 describes the theory, research, and framework for district middle-grades reform that supports the audit and planning process. Chapter 1

ED 434 418   EA 030 082

Promising Results, Continuing Challenges: The Final Report of the National Assessment of Title I.

PUB DATE- 99

NOTE- 232p.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Change Strategies; Economically Disadvantaged; Educational Change; Educational Innovation; Elementary Secondary Education; Low Income Groups; *National Surveys; Program Effectiveness; *Program Evaluation

IDENTIFIERS- *Elementary Secondary Education Act Title I

This report from the U.S. Department of Education describes the current status of the flagship federal program for the nation's schools, Title I of the Elementary and Secondary Education Act. Key issues addressed in the document include the performance of low-performing students and students in high-poverty schools. It looks at the implementation of systems designed to support schools as they help students meet high standards. It also examines the role of Title I in holding schools accountable for results; the use of Title I funds; and the allocation and use of resources in states, districts, and schools. Findings show that improved achievement is being seen among students in high-poverty schools and among low-performing students. Since 1992, national reading performance has improved for 9-year-olds in the highest-poverty public schools. Among the lowest-achieving, public school fourth-graders--those most likely to be served by Title I--there were fairly substantial improvements in reading between 1994 and 1998. Math achievement has also improved nationally, especially among students in the highest-poverty public schools, yet a substantial achievement gap still remains between students in the highest- and lowest-poverty schools. Two appendices offer details on Title I evaluation strategy and a description of key studies. (RJM)

ED 434 419   EA 030 083

Hallinger, Philip; Slowinski, Joseph; Rodriguez, Brenda

Managing Technological Change for Schools of the New Millennium. Instructor Edition. Problem Based Learning Project.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 99

NOTE- 50p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Educational Administration; *Educational Technology; Elementary Secondary Education; *Problem Based Learning; Strategic Planning; Technological Literacy

This instructor's edition provides an overview of Problem-Based Learning (PBL). PBL organizes students into teams that work on projects to achieve the learning objectives embedded in each PBL project. The focus of this PBL project is managing technological change. The project is structured around a high-impact problem--one that has the potential to affect large

ED 434 438   EC 307 436

A Parent Guide to Early Intervention in Pennsylvania for Infants and Toddlers.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 12p.; For Spanish version, see EC 307 437.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *Compliance (Legal); Conflict Resolution; Delivery Systems; *Disabilities; Due Process; *Early Intervention; Educational Legislation; Eligibility; Evaluation Methods; Federal Legislation; *Individualized Family Service Plans; Infants; Integrated Services; *Parent Rights; Special Education; Toddlers; Transitional Programs
IDENTIFIERS- *Individuals with Disabilities Education Act; *Pennsylvania

This guide is intended to help Pennsylvania parents of infants and toddlers with disabilities to understand their rights and assist in the design of an appropriate early intervention preschool educational program. An overview of special education laws focuses on the Individuals with Disabilities Education Act, Parts B and C. The main sections of the guide provide information on: (1) the evaluation process, including the role of the service coordinator and required assessment areas; (2) eligibility; (3) the Individualized Family Service Plan (IFSP) and federal law requirements; (4) carrying out the plan, such as determining where, who, what services, and how much the IFSP requires; (5) the services, ranging from assistive technology to vision services; (6) important aspects of the IFSP, such as fee services and the parental right to be informed; (7) community childcare, including obligations of the mental health/mental retardation agency; (8) conflict resolution, including complaints, mediation, and hearings; and (9) transition at age 3, including the systematic transfer of responsibility from the Department of Public Welfare to the Department of Education. Appendices provide a checklist of steps in preparing for the IFSP meeting and a glossary of abbreviations. (DB)

ED 434 439   EC 307 437

Guia para Padres Intervencion Temprana en Pennsylvania para Bebes desde el Nacimiento a los Tres Anos (A Parent Guide to Early Intervention in Pennsylvania for Infants and Toddlers).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 13p.; For English version, see EC 307 436.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *Compliance (Legal); Conflict Resolution; Delivery Systems; *Disabilities; Due Process; *Early Intervention; Educational Legislation; Eligibility; Evaluation Methods; Federal Legislation; *Individualized Family Service Plans; Infants; Integrated Services; *Parent Rights; Special Education; Toddlers; Transitional Programs

Each chapter includes information on preparation, the targeted activity, the purpose of the activity, and suggestions for further development. An index of activities is provided. (CR)

ED 434 458 EC 307 456

Improvement Grants. Quick Turn Around (QTA) Forum.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Block Grants; *Disabilities; *Educational Innovation; Elementary Secondary Education; *Staff Development; *State Federal Aid; *State Programs; Teacher Education; Teacher Recruitment
IDENTIFIERS- Individuals with Disabilities Education Act; *State Improvement Grants

This report provides an overview of the federally funded State Improvement Grants (SIGs). Information was obtained from the 17 individual state profiles compiled for the Regional Resource Center Network SIG Report. Results of the analysis found: (1) 18 states were awarded SIGs in 1999 and the average SIG award was $1,002,949; (2) recruitment and retention of personnel is a goal or priority area in more than half of the funded states (n=11); (3) the most common product planned by 12 of the grantee states as a result of the grant is information about effective curricular and instructional practices that are research based; (4) multi-state credentialing is the most frequent interstate connection to be made during the 5-year SIG period; (5) states plan to implement innovative and diverse staff development activities including leadership institutes, training based on local needs assessments, symposiums, training linked to ongoing technical assistance, and new technology; (6) every grantee reported an informal or formal partnership between the state education agency and parent training and information centers; and (7) all grantees have some type of SIG advisory or oversight group that will also serve a partnership function. An appendix includes a list of states and award amounts. (CR)

ED 434 459 EC 307 457

Test Changes: An Empirical Basis for Defining Accommodations. Project FORUM at NASDSE. A Synthesis Brief.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Assistive Devices (for Disabled); *Disabilities; Elementary Secondary Education; *Performance Factors; Positive Reinforcement; *Standardized Tests; *Student Evaluation; Student Participation; Testing Problems; Time Factors (Learning)
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; *Testing Accommodations (Disabilities)

In light of the 1997 Amendments to the Individuals with Disabilities Education Act requiring the inclusion of students with disabilities in state and district assessments, this report summarizes findings of a research synthesis designed to potential for the avoidance of capital costs in multi-track calendars. Topics include the reduction of class size with YRES, California's YRES incentive funding program and the state's interest in the year-round school concept, the programming of traditional and four-track YRES classes, YRES school capacity and combination classes, and ideas for getting American schools into year-round systems. Data concerning the state's estimated public school enrollment and spending for 1991-1993 are also presented. (GR)

ED 434 480 EF 005 431

Radakovich, Dan; Lindsay, Susan; Osborn, Bill
Johnson County Community College and Burlington Northern Railroad.
PUB DATE- 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Curriculum Development; *Partnerships in Education; *Professional Education; *School Business Relationship; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS

In order to serve the educational needs of the business community and generate revenues, Johnson County Community College (Kansas) formed a partnership with Burlington Northern Railroad in which the railroad's training facility would be relocated on the college's campus. This report documents the development of that relationship, its purpose, and the program activities of the partnership. How this partnership was expanded to prepare people nationwide for positions with the nation's railroads is described, including its curriculum components, certification requirements, student options for completing the degree, and the railroad industry's needs. Concluding sections provide lists of sponsoring railroads and a partial list of educational institutions offering, or intending to offer, a railroad-related degree; also included are descriptions of various revenue and cost aspects of the partnership. (GR)

ED 434 481 EF 005 435

Ohio Public School Facility Survey, 1990. A Report to the 118th General Assembly.
PUB DATE- 90
NOTE- 58p.; Data assembled by the Ohio School Survey Planning Committee. Final report prepared by Planning Advocates, Inc., Dublin, OH.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cost Estimates; *Educational Facilities Improvement; Elementary Secondary Education; *Financial Support; Public Schools; *School Safety; State Regulation; *Surveys; Tables (Data)
IDENTIFIERS- *Ohio

This report summarizes survey data on the condition and needed repairs and funding requirements of Ohio school facilities that would bring them within compliance of state provisions for a minimum level of cleanliness and safety. The report first details the planning and implementation phases of the survey. It then presents an overview of the data that include summaries of building age, square footage, and costs for improvements and addressed. The videotape, a student production, may serve as a starting place for discussions about how to design buildings that better meet the local needs of people with disabilities. (GR)

ED 434 506 FL 025 921

Duron, Susan
Outcomes, Strengths, and Needs of the English Language Proficiency Act (ELPA) Program, 1996-97.
SPONS. AGENCY- Colorado State Dept. of Education, Denver. School Effectiveness Unit.
PUB DATE- 97
NOTE- 7p.; Prepared by META Associates.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Elementary Secondary Education; *English (Second Language); *Enrollment Rate; *Limited English Speaking; Program Development; Program Effectiveness; State Aid; *State Programs; *Student Characteristics
IDENTIFIERS- *Colorado

The report summarizes an evaluation of Colorado's English Language Proficiency Act (ELPA) program for 1996-97. ELPA provides partial support for programs for limited-English-proficient elementary and secondary school students for a maximum of 2 years per student. It is noted that while the number of students eligible for the ELPA program has quadrupled from 1981 to 1996, funding was reduced for the 1996-97 school year. The program served 22,255 students during that year, primarily students whose dominant language was not English. About two-thirds of participating students showed a gain in English proficiency test scores. School districts rated themselves on the effectiveness of their programs in English as a Second Language (ESL), bilingual education, tutorial and individual assistance, and other program types. Perceived areas of strength include ESL staffing, student instruction, program management, and individualized instruction. Problems encountered included funding, staffing issues, and the restrictiveness of state requirements. Major recommendations include increasing financial support to teach students English, increasing the student eligibility period, and continuing funding until the student achieves the state-recommended proficiency level. (MSE)

ED 434 507 FL 025 938

Lectura y Vida: Revista Latinoamericana de Lectura. (Reading and Life: Latin American Reading Magazine). 1998.
PUB DATE- 98
NOTE- 242p.
LANGUAGE- Spanish
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Bilingual Education; Bilingualism; Childrens Literature; Classroom Techniques; College Instruction; Educational Strategies; Elementary Secondary Education; Foreign Countries; Grade Repetition; Higher Education; *Language Processing; Language Research; Latin Americans; *Learning Processes; Linguistic Theory; *Literacy Education; Phonology; Preschool Education; *Reading Instruction; Spanish Speaking; Spelling; Teacher Education; *Writing Instruction
IDENTIFIERS- Argentina (Buenos Aires); Caribbean; Ecuador

The four 1998 issues of the journal on literacy education,

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Chinese; Diachronic Linguistics; *English; Foreign Countries; Language Research; *Language Role; Language Usage; *Mandarin Chinese; *Multilingualism; Official Languages
IDENTIFIERS- *Hong Kong

The book presents the following papers and transcriptions of debates: "One Country, Two Systems, Three Languages" (Sue Wright); "The Background to Language Change in Hong Kong" (Godfrey Harrison, Lydia K. H. So); "Aspects of the Two Languages System and Three Language Problem in the Changing Society of Hong Kong" (Benjamin K. Tsou); "The (Un)changing Role of Mandarin Chinese in Language Education in Hong Kong" (Cheung-Shing Samuel Leung, Yuen-Fan Lornita Wong); "Language and the Law in Hong Kong: From English to Chinese" (Alice Lee); "English in Hong Kong: Emergence and Decline" (John E. Joseph); "Tonal Changes in Hong Kong Cantonese" (Lydia K. H. So); and "Phonological Changes in Hong Kong Cantonese" (Eric Zee). Debate transcripts are inserted after the second, fourth, fifth, sixth, seventh, and eighth papers. (MSE)

ED 434 527   FL 026 005

Norrid-Lacey, Barbara; Spencer, Dee Ann
"Dreams I Wanted To Be Reality": Experiences of Hispanic Immigrant Students at an Urban High School.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English (Second Language); Ethnicity; *High School Students; High Schools; *Hispanic Americans; Identification (Psychology); *Immigrants; *Limited English Speaking; Second Language Programs; Student Attitudes; Student Attrition; *Student Placement; *Undocumented Immigrants; Urban Schools

A study investigated (1) the everyday lives of Latino immigrant students at a large urban high school in the Southwest and (2) the educational program in place for this population. Subjects were 70 Latino students designated as limited-English-proficient (LEP) and placed in the freshman core English-as-a-Second-Language (ESL) program in their freshman year. Most had been in the United States for less than 2 years. The students were followed from their freshman year through the end of their high school experience, with data collected through observation on and off campus, formal and informal interviews with students and staff, and case studies of six of the students. Findings are presented concerning the students' language choice and ethnic identity, the presence of unofficial ESL "tracking" at the school, student perceptions of mainstreaming, characteristics and training of the school staff, students' legal status, and graduation rate. Excerpts from student statements are included. Some conclusions are drawn concerning peer relationships, language choice, student placement, the school's priorities for this group, and the effect of students' legal status on their schooling and retention. Several recommendations are made concerning ESL programs, concerning students' legal status, and further research. Contains 11 references. (MSE)

IDENTIFIERS- *United Kingdom

This collection of papers on legal issues and problems for higher education in the United Kingdom is organized into seven parts which address: (1) contexts, (2) governance, (3) the higher education institution and its staff and students, (4) the higher education institution and its academic activity, (5) the higher education institution as a business, (6) the higher education institution and its property, and (7) consequences. Following an introductory paper by the editors, the included papers are: "What Is a Higher Education Institution as a Legal Entity?" (Nicola Hart); "Governance in an Era of Accountability and Potential Personal Liability" (John Hall and Oliver Hyams); "Charity Trusteeship: Unlimited Personal Liability, Again?" (Emma Chamberlain); "The Law of Meetings" (David Palfreyman); "The Higher Education Institution-Student Contract" (Simon Arrowsmith and Nicola Hart); "The Regulation of the Community: Student Discipline, Staff Discipline, Grievances and Harassment Codes" (Simon Arrowsmith); "Disputes I: The Role of the Visitor in the Chartered Institutions" (David Isaac); "Disputes II: The Scope for Judicial Review in the Statutory Institutions" (Paul Pharoah); "Intellectual Property, Copyright and Trade-Marks" (Alasdair Poore); "The Internet: A Modern Pandora's Box?" (Stephen Dooley); "Trading Companies" (John Boardman); "Mergers and Acquisitions" (Simon Arrowsmith); "Franchising" (Nigel Sternberg and Michael Smith); "The Private Finance Initiative" (Tim Costello); "The Legal Status of the Students' Union" (Ian Leedham); "Security: Surveillance, Trespass, 'Reasonable Force' and 'Clamping'" (Catriona Webster); "Houses in Multiple Occupation and What Is a 'House'?" (Sharon Ranouf); "The Implications for Higher Education Institutions of the Disability Discrimination Act 1995" (Deff Richardson); "A Guide to Litigation" (Jonathan Leslie); and "The Impact of European Law" (Euan Templer, Joss Saunders, and Philip Turpin). (Individual papers contain references.)(DB)

ED 434 548 HE 032 241

Blaxter, Loraine; Tight, Malcolm; Hughes, Christina
The Academic Career Handbook.
PUB DATE- 98
NOTE- 242p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Development; *College Faculty; *College Instruction; *Faculty Development; Foreign Countries; Higher Education; Networks; Research; Writing for Publication
IDENTIFIERS- *United Kingdom

This book is a guide to the strategies, opportunities, and practicalities of developing an academic career within the British higher education system. Following an introductory chapter, the first three chapters discuss the nature and development of academic careers, while the remaining five chapters examine different academic roles or tasks. The main text is supplemented by boxed inserts which contain information, opinions, and examples drawn from a wide range of sources. Individual chapters address the following topics: (1) academic careers (the academic life and the changing nature of higher education and careers); (2) starting an academic career (where to look for work, the job interview, and negotiating transitions); (3) networking (approaches to networking,

Statistical Summary of Missouri Higher Education, 1998-1999.
PUB DATE- 99
NOTE- 320p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Admission (School); Age Differences; *College Faculty; College Libraries; *College Students; Colleges; Community Colleges; Curriculum; Degrees (Academic); Educational Finance; *Enrollment; Graduate Study; Graduation; High Schools; *Higher Education; Racial Differences; Regional Characteristics; Sex Differences; Statistical Data; Student Financial Aid; Tables (Data); Teacher Education; Transfer Students; Tuition; Universities
IDENTIFIERS- *Missouri

This report provides a statistical summary of higher education in Missouri for the 1998-1999 academic year. Seventy-five tables provide data on advanced placement enrollment in secondary schools, American College Testing Program scores by institutional sector, high school rankings by institutional sector, the Missouri Coordinating Board for Higher Education recommended curriculum, success rates, admission guidelines, teacher education, assessment, graduate education, graduation rates, fees by institutional sector, financial aid by institutional sector, enrollment by institutional sector, enrollment by age by institutional sector, enrollment by gender and ethnicity by institutional sector, enrollment by geographic origin by institutional sector, faculty and staff by institutional sector, finances, libraries, degrees conferred by level, degrees conferred by discipline area, degrees conferred by gender and ethnicity, and student migration. Three appendixes provide information on campus survey coordinators, a map of Missouri higher education institutions, categories for degree tables, and classification of instructional programs. (MDM)

ED 434 569   HE 032 347

Gaining a Foothold: Women's Transitions through Work and College.
PUB DATE- 99
NOTE- 91p.; Researched by DYG, Inc. and Lake Snell Perry and Associates.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); Adult Learning; *Career Choice; Career Planning; Case Studies; College Students; Community Colleges; Conflict Resolution; *Decision Making; *Education Work Relationship; Employment Patterns; High School Students; High Schools; Higher Education; Individual Development; Life Events; Lifelong Learning; Midlife Transitions; Relevance (Education); *Role of Education; Sociocultural Patterns; Vocational Maturity; *Womens Education

This study explores how women make decisions about educational transitions, focusing on the complex interaction of personal, social, cultural, economic, and institutional factors that influence women as they move from high school to work, from high school to college, and from the workforce back to school. It also compares men's and women's experiences of transitions, and seeks to clarify how institutions create obstacles or opportunities for women making educational transitions. In a telephone survey of 1,070 respondents conducted between December 1998 and January 1999, three groups were identified:

the lending community to achieve solutions that are fair to all parties, promote easy access for borrowers, establish a complaint-cherishing system, and improve services to borrowers. It was also recommended that the Department of Education hire the best possible candidate to become the OSFA ombudsman. Two appendixes contain a complete list of the team recommendations and a list of participants. (MDM)

ED 434 590 HE 032 368

Renewing the Federal Government-University Research Partnership for the 21st Century. NSTC Presidential Review Directive, No. 4.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Policy; *Federal Aid; *Federal Government; Federal Regulation; Government Role; *Government School Relationship; Higher Education; Institutional Role; Public Policy; *Research; *Research Universities
IDENTIFIERS- *National Science and Technology Council

This report presents the results of a review of the government-university partnership in research and associated educational activities undertaken by a multi-agency task force under the auspices of the National Science and Technology Council (NSTC), focusing on ways to strengthen this partnership. The task force solicited the views of universities, university associations, and federal research agencies regarding the issues they considered most pressing. The review found that the government-university partnership in research is sound and continues to serve the nation in important ways. To help strengthen this partnership, the NSTC is issuing a proposed statement of the principles of the partnership to clarify the roles, responsibilities, and expectations of the parties and to provide a framework for the development and analysis of future policies, rules, regulations, and laws. The NSTC will also take specific actions, through federal agencies that fund university-based research, to make the partnership more effective and efficient, focusing on areas such as research integrity, merit review, cost-sharing policies and practices, grants administration, and regulation. Two appendixes list NSTC task force and working group members. (MDM)

ED 434 591 HE 032 369

Hembra, Richard L.
Student Loans: Default Rates Need To Be Computed More Appropriately. Report to Congressional Requesters.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Finance; *Federal Programs; Higher Education; *Loan Default; *Loan Repayment; Student Financial Aid; *Student Loan Programs; Student Responsibility
IDENTIFIERS- Department of Education; *Family Education Loan Program; *Federal Direct Student Loan Program

This report examines how the Department of Education calculates the default rate for two federal student loan programs--the Federal Family Education Loan program (FFELP) and the William D. Ford Federal Direct Loan Program (FDLP). The report focuses institutions specify the courses that count toward computing high school class rank and accord appropriate weight for honors and advanced placement courses across all high schools in a state. Appended are Illinois state student education standards. (Contains 19 references.) (CH)

ED 434 609   HE 032 387

Rodriguez, Esther M.
Diversity in Higher Education: An Action Agenda for the States.
PUB DATE- 99
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Affirmative Action; *College Admission; Compliance (Legal); *Diversity (Student); Educational Benefits; *Educational Policy; *Higher Education; Long Range Planning; Minority Groups; Research Needs; *State Action

This monograph summarizes discussions focusing on postsecondary diversity at two regional meetings attended by senior representatives of 22 state higher education agencies. The meetings addressed the effects of recent challenges to affirmative action and discussed the actions institutions are taking or are contemplating in the face of these challenges. Research on the economic value of and differential access to higher education is summarized, as are influences on state policy environments by such events as lawsuits challenging affirmative action admissions and student aid policies, voter referenda modifying state affirmative action laws, and higher education board policies eliminating affirmative action programs. Current state initiatives discussed include strategic plans for diversity, K-16 initiatives, teacher education, early outreach, need-based student aid and state scholarship programs, merit-based programs, communications, coordination with business leaders, and public relations. The report also summarizes a recent research study suggesting admissions guidelines which consider a student's likely long-term contribution to society. Finally, eight specific research subjects (such as characteristics of effective early outreach programs) and seven action steps (such as aligning K-12 and postsecondary education) are recommended. An appendix lists recent policy activities in selected states. (Contains 25 endnotes.) (DB)

ED 434 610   HE 032 388

Conley, David
Statewide Strategies for Implementing Competency-Based Admissions Standards. State Strategies That Support Successful Student Transitions from Secondary to Postsecondary Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 19p.; For a report on partnerships to improve student performance, see HE 032 389.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Admission Criteria; Articulation (Education); *College Admission; College School Cooperation; *Competency

accountability was introduced; (2) Alberta's government did seek to increase institutional responsiveness to governmental goals by introducing performance-based funding; (3) Alberta's government did seek to increase institutional productivity by introducing performance-based funding, although the definition of productivity used might be inadequate to realize increased productivity; (4) Alberta's government did not introduce performance-based funding as a politically feasible way to increase government transfers to institutions; (5) Alberta's government introduced performance-based funding to facilitate the introduction of a broader policy agenda consistent with academic capitalism (i.e., aligning the activities of higher education with the needs of capitalism); and (6) it was not clear whether Alberta's government introduced performance-based funding to legitimize the introduction of a broader policy agenda. (Contains approximately 275 references.) (DB)

ED 434 630 HE 032 408

Blair, Cathy
Idaho State University Statistical Portrait: Academic Year 1997-1998.
PUB DATE- 98
NOTE- 220p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; *College Students; *Degrees (Academic); Educational Facilities; *Educational Finance; *Enrollment; Higher Education; School Demography; State Aid; Student Financial Aid; Tables (Data); Teacher Salaries; Tuition
IDENTIFIERS- *Idaho State University

The tables and graphs in this document provide a statistical portrait of Idaho State University (ISU). The first section presents student data for both the fall and spring semesters of 1997-1998, and include unduplicated headcount enrollment, full-time-equivalent enrollment, student credit hours, student age distribution, residence of students, student/faculty ratio, and mean American College Testing (ACT) composite scores for new, full-time academic freshmen. The next section presents data on degrees and certificates, including number of academic programs accredited, number of applied technology programs accredited, degrees and certificates available to ISU students, and degrees and certificates awarded by ISU during 1996-97. A third section provides faculty and staff data, including faculty salaries (mean nine-month), and average administrative salaries (12-month). Financial data tables include student fees and expenses (per semester), tuition and fees (average annual cost), financial aid granted (fiscal year (FY) 1997), higher education appropriations (FY 1998), ISU revenues for FY 1997, and ISU expenditures for FY 1997. Tables covering facilities provide data on: physical plant assets (end of FY 1997), replacement value for total facilities, square footage of total assignable area, total residents in ISU housing, library total volume count, academic classes held on campus each week, regular classes held in Idaho Falls each week, and regular academic class sections offered on-campus. (DB)

ED 434 631 HE 032 409

Barker, Thomas S.; Sturdivant, V. Ann; Smith, Howard W., Jr.
Adult Students in the College Classroom.
PUB DATE- 99
NOTE- 24p.

PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Information; Community Needs; Financial Support; Grants; *Information Policy; Information Technology; Libraries; *Library Funding; Library Planning; Library Services; Objectives; *State Programs; *Strategic Planning; User Needs (Information)
IDENTIFIERS- *Alabama; Alabama Public Library Service; Institute of Museum and Library Services; *Library Services and Technology Act 1996

The Library Services and Technology Act (LSTA), administered under the Institute of Museum and Library Services (IMLS), mandates a five-year plan and assurances. Under guidelines developed by IMLS, the Alabama Public Library Service (APLS) was charged with submitting a Five-Year State Plan by August 1, 1997. This document describes the planning process, which included identifying community needs and then identifying and prioritizing the needs of all libraries. After stating the vision that all citizens of Alabama will be empowered by having equitable access to the world's library and information resources, the following goals are described: (1) Information Access through Technology; (2) Empowerment through Special Services; and (3) LSTA Fund Administration. For each goal, objectives and activities are outlined. Discussion also includes use of 1997 Carry-over Funds, expenditure of funds for administration, and ongoing planning and evaluation. (AEF)

ED 434 652 IR 057 484

Indiana State Library Services and Technology Act.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Financial Support; Grants; Information Technology; Library Development; *Library Funding; *Library Planning; Library Services; Objectives; Public Libraries; State Programs; *Strategic Planning; User Needs (Information)
IDENTIFIERS- *Indiana; *Library Services and Technology Act 1996

This document discusses the state of Indiana's Long Range Plan utilizing Library Services and Technology Act (LSTA) funding. Six goals are outlined with objectives, status/needs statements, and funding activities. The goals include: (1) to increase the public's use of information technology by increasing electronic capabilities of libraries, promoting technology at libraries and training librarians and the public to effectively use technology; (2) to provide better library service to the residents of Indiana by assisting libraries in making their resources known statewide; (3) to serve special populations in Indiana with their library and information needs by enabling public libraries to improve service to those populations; (4) to serve individuals with literacy or learning needs by enabling libraries to improve service to those individuals; (5) to enable libraries to support innovative projects; and (6) to administer LSTA funds for Indiana. A summary of LSTA activities, policies and procedures, methodology for evaluation of the success of the activities in meeting the goals and priorities, and the timetable for the

Countries; Global Approach; Higher Education; *Information Literacy; Information Systems; Lifelong Learning; Outcomes of Education
IDENTIFIERS- Flexible Learning; Information Infrastructure; South Africa; Value Added

This paper explores some of the difficulties encountered in integrating one of SAQA's (South African Qualifications Association) critical outcomes, that of information literacy, into higher education curricula in the hope of developing a framework of flexible learning. The contributions made, both theoretically and in practice, by INFOLIT, an information literacy project in the Western Cape region of South Africa, are described. The first section discusses the context of globalization, information infrastructures, and knowledge systems. Information literacy theories and practices are summarized in the second section. The next section presents preliminary findings of INFOLIT related to integration of information literacy into academic courses, curriculum development expertise, capacity development of librarians, developing coalitions, replication of courses in different contexts, regional collaboration, changing mindsets, and institutionalizing information literacy. The fourth section describes challenges related to changing teaching and learning, the need for effective evaluation studies, replication of projects, integration and mainstreaming of projects, institutionalization and sustainability, endorsement of pilot projects by senior management, collaboration and partnerships, interactive learning, needs assessments, promotion and marketing, human resource development, inclusion of all players in pilot project formulation and delivery, understanding learning, development of higher order cognitive skills and structured domains of knowledge, and school and community information literacy models. (Contains 12 references.) (MES)

ED 434 671 IR 057 515

Katsirikou, Anthi
The Implementation of the Greek Union Catalog.
PUB DATE- 98
NOTE- 9p.; In: The Challenge To Be Relevant in the 21st Century: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Pretoria, South Africa, June 1-5, 1998), Volume 18; see IR 057 503.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Cataloging; Foreign Countries; Higher Education; Library Cooperation; Library Networks; Library Standards; Program Implementation; Shared Library Resources; *Union Catalogs
IDENTIFIERS- Greece

This paper is based on the results of the study of the Work Group of Bibliographic Standards for the Greek union catalog, the first stage of Greek academic library union catalog development. The first section lists the objectives of the union catalog. The state of the art of Greek academic libraries is discussed in the second section. The lack of uniformity is identified as the main difficulty in setting up the union catalog. The next section addresses implementation models, and the fourth section describes two implementation phases (i.e., formation/homogeneity of the primary database and

PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Change; *Educational Development; *Educational Planning; *Futures (of Society); *Long Range Planning; Perspective Taking; Role Perception; Technical Institutes; Two Year Colleges

This paper asserts that one of the ways for a college to determine its continually changing future is to develop plausible scenarios, become familiar with them, and make decisions based on a broad playing field of possibilities. This paper records Minneapolis Community and Technical College's (MCTC) first attempt at a future scenario. Members of the college's Strategic Planning Committee and others from across the campus came together to develop "stories" about the college's future. The resulting scenario is not meant to be seen as a definitive plan or set of decisions. It is, in fact, a "speculative tale" about the current perceptions of the future. From a practical standpoint, the college is helped by taking "an imaginative leap into the future." Once there, the college can take stock of its surroundings and begin planning for the future from the future. This futuristic paper begins with a preface that sets the time in 2003, 7 years after MCTC became a comprehensive community and technical college. According to the scenario, the faculty, staff, and administration have built a highly regarded, student-centered college known for high-quality educational programs that consistently meet community needs and provide a solid gateway to lifelong learning. (VWC)

ED 434 891 JC 990 624

Rhode Island Community College Annual Report . Facts and Figures 1998.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Finance; *Enrollment; *Institutional Characteristics; *School Statistics; *Student Characteristics; Student Educational Objectives; Tables (Data); Two Year College Students; Two Year Colleges
IDENTIFIERS- *Community College of Rhode Island

This report provides facts and figures for the Community College of Rhode Island. Highlights include: (1) In 1998 there were 15,366 students (total headcount) enrolled in the college, 62 percent of whom were female; (2) In 1976, the total student headcount was 8,993; (3) According to a survey of 1,229 incoming students, 63 percent were under age 20, 32 percent enrolled for a certificate or degree, and 80 percent were enrolled primarily in day classes; (4) In fall 1998, the college had 10,475 part-time and 4,891 full-time students enrolled; (5) According to a survey of 1,315 1997 graduates, 43 percent were employed full time and 11 percent part time; (6) In 1997, 569 of the college's students transferred to Rhode Island College, and 220 transferred to the University of Rhode Island; (7) In fall 1998 there were 5,243 students enrolled in general programs and 2,471 in Public Administration and

The purpose of this dissertation is to identify and validate the areas and indicators of quality international education programming in two-year U.S. colleges. Analysis of such indicators will provide colleges seeking to internationalize with a baseline of information from which to work. The validation process involved a review of literature on the topic and gathering of expert opinions from two panels. The first panel, numbering 10 jurors, was asked to judge the content, accuracy, and clarity of a validation document. A rating instrument of 12 areas and 175 indicators was established. The second panel, consisting of 30 raters, then rated the areas and indicators in the rating instrument using a Likert scale. The raters were grouped into professional categories to ascertain relationships between groups of raters and their ratings. Analysis of the data produced areas rated as most important (in descending order): faculty development, internationalizing the curricula, American student study abroad, presence of international students on campus, administrator development, student exchanges, intercultural studies, co-curricular events, area studies, membership in international educational consortia, technical assistance projects with international institutions or countries, and work abroad. The author recommends that the high-rated areas receive more attention and resources from internationalizing colleges. Contains 159 references and seven appendices. (RDG)

ED 434 711 JC 990 647

Bowen, Raymond C., Ed.; Muller, Gilbert H., Ed.
Gateways to Democracy: Six Urban Community College Systems. New Directions for Community Colleges, Number 107. The Jossey-Bass Higher and Adult Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Community Colleges; Economically Disadvantaged; Educational Change; Educational Planning; Educationally Disadvantaged; Futures (of Society); *Minority Groups; *Role of Education; *School Community Relationship; Two Year College Students; Two Year Colleges; *Urban Education; *Urban Schools

This volume of New Directions for Community Colleges features case studies of six prototypical urban community college systems and the challenges they face. The chapters provide guides for those interested in the unique mission of urban institutions: (1) "Urban America and the Community College Imperative: The Importance of Open Access and Opportunity" (Joshua L. Smith and Fayyaz A. Vellani.); (2) "Miami-Dade Community College: Forging New Urban Partnerships" (Eduardo J. Padron and Theodore Levitt); (3) "CUNY's Community Colleges: Democratic Education on Trial" (Joanne Reitano); (4) "Seattle Community Colleges: Centered on the Urban Student" (Julie Yearsley Hungar); (5) "The Los Angeles Community Colleges: Pathways to Urban Change" (Jack Fujimoto); (6) "Profiles in Urban Challenges: Confronting Maricopa's Social and Economic Agenda" (Paul A. Elsner); (7) "Baltimore County: A College and Community in Transition" (Irving Pressley McPhail and Ronald C.

practice; as descriptive tendencies of engagement; and as nodal forms of pragmatic activity. Part One, Modernity and Modernist Adult Education, includes: The Modernist Inheritance 1: Thinking and Being in a Straightjacket; and The Modernist Inheritance 2: Denying Adult Education). Part Two, Postmodernity, discusses: Postmodernity 1: Seeing, Believing, and Being in a Fractured World; Postmodernity 2: Conversation and Hope in a Cultural Implosion; and Formal Tensions, Contingent Realities: Reconfiguring the Problematic. Part Three, Adult Education in Postmodernity, includes: Eternal Ambivalence: Learning in Postmodern Adult Education; Horsehair in the Undies: Adult Educator as a Boundary Rider; Odors in the Ether: Tendencies in Postmodern Adult Education; Fashioning Educative Difference: Nodal Forms of Engagement; Fanning the Flames: Research in Postmodern Adult Education; and The Situationally Sensitive Wayfarer: Being an Adult Educator in the Age of the Chameleon. The book contains 577 references and an index. (MN)

ED 434 212   CE 079 158

Lawson, K. H.
Philosophical Issues in the Education of Adults.
PUB DATE- 98
NOTE- 147p.; Published by Continuing Education Press, University of Nottingham.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; Adult Learning; Citizenship Education; Conventional Instruction; Educational Objectives; *Educational Philosophy; *Educational Practices; Educational Research; Educational Theories; Essays; Ethics; General Education; Independent Study; Individualism; Liberalism; Moral Values; Personal Autonomy; Political Attitudes; Teacher Student Relationship; *Theory Practice Relationship

This book, which is intended primarily for students and others interested in the theory and practice of adult education, contains nine essays demonstrating how traditional adult education values that are derived from philosophies of "individualism" also imply a "public" dimension that is referred to as "mutuality" and manifested not only in the liberal idea of "citizenship" education but also in the concepts of "autonomy," "knowledge and truth," and "rationality," and in language and communication. The essays also make the argument that adult education cannot be detached from such ideas as "moral obligation." The titles of the essays are as follows: Some Problems in the Conceptualization of Adult Education for the Purposes of Research and Practice; Deontological Liberalism: The Political Philosophy of Liberal Adult Education; Liberal Education, Rule-Governed Behaviour and Legal Philosophy; From Citizen to Self; The Concept of "Moral Obligation" as an Ethical Foundation of Liberal Adult Education; Limits to the Concept of "Autonomy" as an Adult Education Objective; The Concepts of "Tradition" and "Translation"; Rationality, Meaning and Truth; and "Intention" and the Concept of Self-Directed Learning. The book contains 90 references and an index. (MN)

ED 434 213   CE 079 159

Kerka, Sandra
Consumer Education for the Information Age. Practice Application Brief No. 4.

Guides; Recordkeeping; Records (Forms); Self Evaluation (Individuals); Speech Communication; *Student Evaluation; *Student Placement; Test Construction
IDENTIFIERS- Australia

This guide, which is a how-to resource for adult educators involved in Australia's Literacy and Numeracy Programme, explains how to establish an assessment and recordkeeping system. The introduction presents an overview of the program's objectives, target audience, funding, and assessment and recordkeeping requirements. Section 1 provides background information about the following aspects of good interview practice: initial contact; the selection process; relationship with Centrelink; "rounding down"; possible barriers to participation; and conducting the interview. Section 2 discusses interview assessment and self-assessment and details the process of conducting a National Reporting System (NRS) interview assessment focusing on oral communication and learning strategies. Explained in Section 3 are the two options for conducting an NRS assessment to gather further evidence: (1) aligning existing materials to NRS Indicators of Competence and (2) developing new assessment tasks using the NRS. The Literacy and Numeracy Programmer's documentation requirements are outlined in section 4. Section 5 offers examples of documenting pretraining assessments that then serve as the basis for future recording and reporting. Appended are the following: a walk through the National Reporting System; proformas that can be photocopied (interview form, self-assessment form, cover sheet); and sample assessment tasks. (MN)

ED 434 231 CE 079 224

Dickie, Simonne D. M.
The Lived Experience of Being a Distance Learner.
PUB DATE- 99
NOTE- 241p.; Master's Thesis, Athabasca University.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Adult Learning; *Distance Education; *Educational Environment; Educational Objectives; Educational Principles; Foreign Countries; Graduate Study; Hermeneutics; Higher Education; Individual Development; Influences; Interaction; *Learning Processes; Lifelong Learning; Literature Reviews; *Personal Narratives; Phenomenology; Student Attitudes; Teacher Student Relationship

A phenomenological hermeneutic approach was used to explore the process of being and becoming a distance learner and ways the distance learning environment is inhabited or known. The study's author analyzed her own distance learning experiences and those of three other individuals (two females and one male) with an interest in education and distance learning experience at the undergraduate and/or graduate levels. After reviewing the literature on phenomenology, hermeneutics, and distance and lifelong learning, the study's author recorded her own experiences and the personal narratives of her three "co-researchers" in detail. Finally, she reflected on all four personal narratives from the standpoint of the symbiotic relationship between distance learning, lifelong learning, and personal development. The following were among her 10 recommendations regarding distance learning: (1) distance learners must take ownership of their learning situation by being responsible for their learning as more independent and self-directed learners; (2) although self-pacing is important, keeping the cohort experience is advantageous; (3) the issue of certain professions such as accounting afford higher earnings to those who have met state licensing requirements. According to the Bureau of Labor Statistics, the slowing growth rate of college-level jobs will likely result in 65,000 fewer college-level jobs, resulting in 18 percent more new college graduate job seekers than openings for college-level jobs. Professional specialty occupations and service occupations requiring an associate's degree rather than a bachelor's degree are targeted as the fastest-growing occupations. Technical certification of skills is of increasing importance to employers, especially when they have been involved in setting the certification standards. To function in a continually changing and global marketplace, everyone must engage in lifelong learning and skill development. One increasing trend evident in community colleges is "reverse transfer," where graduates of four-year colleges return to postsecondary education to obtain more marketable skills. (Contains 19 references.) (MN)

ED 434 249   CE 079 260

Merson, Martha, Ed.; Reuys, Steve, Ed.
Taking Risks.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston.
PUB DATE- 99
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Reading Programs; *Classroom Techniques; English (Second Language); *Family Violence; High Interest Low Vocabulary Books; *Literacy Education; Relevance (Education); Teaching Methods
IDENTIFIERS- Massachusetts (Boston)

Following an introduction on "Taking Risks" (Martha Merson), this journal contains 11 articles on taking risks in teaching adult literacy, mostly by educators in the Boston area. The following are included: "My Dreams Are Bigger than My Fears Now" (Sharon Carey); "Making a Pitch for Poetry in ABE Adult Basic Education " (Marie Hassett); "Putting Lesbian and Gay Families in the Picture" (Charissa Ahlstrom); "Can I Keep This Book?" (Martha Merson); "Just Listen" (Adam Ross); "Discourse and Change: Working through Domestic Violence with Learners" (Anson Green); "Women Write a Reader's Theater Based on 'Push'" (Kate Power); "Personal Connections" (Dianne Roy); "Read for Change" (Joanne Arnaud); "Reading Whole Books in ESOL (English for Speakers of Other Languages)" (Felipe Vaquerano); "Reading for Love (and Learning)" (Nancy Teel); and "'Seeing' the Essay" (Christine Luth). Notes about the authors are included in the issue. (KC)

ED 434 250   CE 079 261

Colorado School-to-Career Partnership.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Art Education; Career Development; Career Education; *Disabilities; *Education Work Relationship; Elementary Secondary Education; Institutional Cooperation; Integrated Curriculum; Partnerships in Education; School

consolidation and short-term studies; awards, scholarships, fellowships, and networks of VET researchers; and an annual work plan. (The National Strategy for VET 1998-2003 is appended.) (YLB)

ED 434 268 CE 079 305

Wooden, Mark
The Role of Industry Training Advisory Bodies. Monograph Series No. 2.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 97
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Advisory Committees; Educational Change; Educational Needs; Educational Resources; Employer Attitudes; Federal Aid; Federal Government; Foreign Countries; *Industry; *Job Training; Partnerships in Education; Postsecondary Education; *Public Policy; *School Business Relationship; Secondary Education; Vocational Education
IDENTIFIERS- *Australia

Designed to provide a better understanding of how Industry Training Advisory Bodies (ITABs) operate, a study showed whether current arrangements, incentives, and structures are conducive to ITABs always working in the best interests of their constituents: employers. Semi-structured interviews were conducted with chief executive officers (CEOs) of 23 state and national ITABs in 5 industry sectors: electrical and electronics, finance and business services, light manufacturing, hospitality and tourism, and retail and wholesale trade. Findings indicated the following: typically, ITABs had only a limited amount of direct contact with individual employers; most CEOs agreed employers were likely unaware of ITABs' operations but did not think that diverting resources to self-promotion would be a sensible use of resources; benefits were improved information advice and training outcomes, increased awareness about training, and enhanced industry voice; and problems were resource constraints, government demands, and inappropriate industry coverage. A telephone survey of 293 firms drawn from the telephone book assessed employers' perceptions of ITABs. Findings indicated reasonably high levels of awareness about ITABs and satisfaction with ITAB performance. The role firms expect ITABs to play was different from the role ITABs see themselves as having. The conclusion was that ITABs' dependency on governments for funds had created a situation where ITABs are more responsive to the demands of government than those of employers. (Appendixes contain 13 references, an interviewee list, and the survey instrument.) (YLB)

ED 434 269 CE 079 307

Smith, Joy Selby
User Choice.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adult Education;

This study used Laing et al.'s (1966) Interpersonal Perception Method to examine the relationship between the length of the therapy relationship (number of sessions), therapists' understanding of their clients' views, and clients' perceptions of being understood by their therapists with respect to the working alliance (goals, tasks, bond), session quality (depth, smoothness), and therapist social influence attributes (attractiveness, expertness, trustworthiness). The difference between therapists' level of understanding and clients' feeling of being understood (the size of this difference and its sign indicating the "realism" of the participants' interpersonal perspectives) are examined. Results do not support a relationship between time in therapy and an increase in clients' sense of feeling understood by their therapists or therapists' actual understanding of their clients on the dimensions studied. Results do indicate that clients consistently overestimate their therapists' level of understanding; that is, they feel more understood than they actually are. (Contains 1 figure, 4 tables, and 30 references.) (Author/MKA)

ED 434 289   CG 029 494

Breland, Alfiee M.; Coleman, Hardin L. K.; Steward, Robbie J.
Differences among African American Jr. High School Students: The Effects of Skin Tone on Ethnic Identity, Self-Esteem and Cross-Cultural Behavior.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Blacks; Coping; Ethnic Groups; Ethnicity; *Intercultural Communication; Junior High School Students; Junior High Schools; Race; Racial Identification; *Self Esteem; *Student Behavior
IDENTIFIERS- *African Americans; *Skin Color

This paper presents the results of a study conducted to assess differences among African American adolescents based on skin tone. It was hypothesized that the students would demonstrate differences in self-esteem, ethnic identity, and cross-cultural coping strategies based on their skin tones. One hundred thirteen African American adolescents completed research packets. Results of ANOVA (analysis of variance) do not indicate any differences among the students in self-esteem, ethnic identity, or cross-cultural interaction behaviors; however, there are significant correlations between self-esteem and ethnic identity as well as between self-esteem and cross-cultural interaction behaviors. Results suggest that school and community counselors and psychologists who work with African American adolescents should note the relationship between self-esteem and ethnic identity. Counselors and psychologists working in highly culturally diverse environments should help students learn to use multiple methods of cross-cultural interactions to increase their self-esteem. Limitations of the study are examined. Implications for counseling and education are discussed. (Contains 2 tables and 17 references.) (MKA)

ED 434 290   CG 029 495

Charkow, Wendy B.
A Systemic Approach to Facilitating Family Grief Resolution Following the Death of a Child.
PUB DATE- 99

Learning Readiness; Oral Language; *Reading Readiness; *Reading Writing Relationship; *Skill Development
IDENTIFIERS- Activity Based Curriculum; Print Awareness

Designed to be useful for teachers, students, and parents, this resource book contains skill-appropriate, easy-to-follow activities for emergent readers. Noting that helping children become successful readers by developing reading readiness skills and a love for literature requires careful planning and instruction, the book states that children need to be read to and talked with, and they need to learn in print-rich environments that inspire the desire to learn. The games, songs, and hands-on activities in the book give children opportunities to develop these readiness skills as they construct knowledge and make meaningful connections. Following an introduction, the book is divided into the following broad sections: Teachers Plus!; Literature Experiences for the Daily Schedule; Assessment; Visual Skills Activities; Auditory Skills Activities; Small Motor/Eye-Hand Coordination Skills Activities; Oral Language Skills Activities; Books & Beyond Activities; and Parents Plus! Ideas, Sample Letters, and Activities. An appendix contains reproducible materials. (NKA)

ED 434 310 CS 013 688

Wiencek, B. Joyce; Cipielewski, James F.; Vazzano, JoAnn; Sturken, Mary Ann B.
Portraits of the Literacy Practices in Two Kindergarten Classrooms: What's Going On.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the National Reading Conference (48th, Austin, TX, December 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Classroom Research; *Emergent Literacy; *Kindergarten; *Kindergarten Children; Primary Education; Qualitative Research; Reading Writing Relationship; Statistical Analysis; *Teacher Role
IDENTIFIERS- *Literacy Engagement

A year-long qualitative and quantitative study examined closely the literacy experiences of kindergarten children to discover whether literacy was based on the tenets of a balanced approach or if it was a hodgepodge of eclectic experiences which occur with little apparent reason. Knowledge of the emergent literacy research also framed and shaped the study. Participants were two kindergarten teachers and their students in a Midwestern affluent suburban school district in a state that does not require students to attend kindergarten. Both teachers taught in the same school and planned together. The morning kindergarten class had 23 children with one special needs student, while the afternoon kindergarten class had 21 children. Data were collected from October 1997 through April 1998. Results showed that literacy practices in the two classes were similar but limited; read aloud, centers, opening activities, and journal writing were the four most common literacy practices children were engaged in. There was little or no regular modeling of literacy activity by the teacher. Findings suggest the need for continued education of kindergarten teachers in the research related to emergent literacy and developmentally appropriate practice. (Contains 22 references.) (NKA)

ED 434 311 CS 013 689

contain a 28-item annotated list of reading resources, and summaries of recent state laws on reading for children in grade 3 and younger.) (RS)

ED 434 333 CS 216 817

Ediger, Marlow
Reading and the Structure of the English Language.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *English; Higher Education; Induction; Instructional Effectiveness; *Reading Writing Relationship; *Sentence Structure; Student Evaluation; *Teacher Role
IDENTIFIERS- *Structure of Knowledge

Understanding the structure of the English language can assist learners in getting the feeling for what comes next sequentially in oral or silent reading. Noting that the structure of knowledge movement during the 1960s-1970s emphasized the selection of what is relevant and important to teach and that pupils learn ideas inductively, this paper suggests some enjoyable ways to have pupils learn key ideas in English as it relates to reading instruction. The paper states, that to emphasize the structure of knowledge approach in learning, the teacher should: have an excellent knowledge of major generalizations in sentence patterns; sequence learning opportunities in which individuals experience the enactive (objects and items), the iconic (semi-concrete materials of instruction), and the symbolic (abstract ideas); appraise pupils to ascertain how many of these structural ideas are being attained by pupils in a spiral curriculum; and use enactive, iconic, and symbolic materials in inductive approaches to learning. The paper then focuses on a detailed discussion of sentence patterns, including procedures to use in evaluating pupil achievement pertaining to knowledge and skills in the structure or patterns of sentences. It concludes that teachers need to spend more time emphasizing to pupils how learning the structure of language is practical in reading and writing across the curriculum. (NKA)

ED 434 334 CS 216 818

Wragg, E. C.; Wragg, C. M.; Haynes, G. S.; Chamberlin, R. P.
Improving Literacy in the Primary School.
PUB DATE- 98
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Research; Educational Assessment; Educational Policy; Educational Practices; *Elementary Education; Foreign Countries; *Literacy; *Reading Improvement; *Teacher Role
IDENTIFIERS- *Great Britain

This book reports on one of the largest studies ever undertaken in Great Britain of what primary schools do to improve literacy and what is going on in classrooms where improvements are taking place. The Leverhulme Primary Improvement Project was a 2-year research project funded by the Leverhulme Trust. The book aims to provide insight into what happens to children and

1990s, this book is a comprehensive tool for K-8 teachers, librarians, and students to use in learning to make good decisions about the quality of nonfiction titles. Each chapter in the book describes a specific aspect of the complexity found in nonfiction literature: the various types, how the writing is organized, issues of accuracy, styles of writing, the array of visual features, and access features. Examples of classroom applications are included throughout the book. Chapters in the book are: (1) Less Is More: The Quest for the Best Nonfiction Children's Literature; (2) Types of Nonfiction Books; (3) The Importance of Checking Nonfiction for Accuracy; (4) Exploring the Content and Organization of Nonfiction; (5) Building Understanding and Clarity through Style and Language; (6) Features of Nonfiction that Support Accessibility of Content; and (7) Understanding Content Through Visual Information. Some "Parting Thoughts" conclude the book. (Contains approximately 400 references. Appendixes contain advice on making discriminating choices in nonfiction; places to look for the best award-winning nonfiction; a 75-item annotated list of Orbis Pictus award-winning nonfiction; and recommendations for dynamic teaching using nonfiction children's literature.) (RS)

ED 434 356   CS 216 916

Koch, Richard; Schwartz-Petterson, Jean
The Portfolio Guidebook: Implementing Quality in an Age of Standards. Bill Harp Professional Teachers Library.
PUB DATE- 00
NOTE- 141p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; Elementary Secondary Education; Performance Based Assessment; *Portfolio Assessment; Professional Development; Writing Evaluation; *Writing Improvement; *Writing Instruction

This portfolio book provides an actual step-by-step complete system of writing assessment from the ground up and across all grade levels. The book suggests that teachers purposefully gather student portfolios, reflect meaningfully on them, and then validly and reliably rate them with statistical success that will also feed meaningfully back into the classroom. The system presented in the book was developed based on lessons learned during a 3-year portfolio research project. Chapters in the book are: (1) What Is a Portfolio? When Do You Need One? What Goes Into It? How Do You Gather It?; (2) Rating Portfolios and How They Show Growth at the End of the Year--Case Study of One Student; (3) Using Portfolios Diagnostically and How They Help with Teaching Decisions Day-by-Day: First Grade; (4) Improving Our Teaching through an End-of-Semester Review: Upper Elementary (Aaron Schippert and Alan Willoughby); (5) Two Teachers Help Student Writers Reflect on Their Portfolios: What Do They See in High School? (Kathryn Bell and Liz Webb); (6) Using Portfolio Criteria and Rating as a Basis for Helping Teachers Improve Their Practice: Professional Development; and (7) Why This Type of Assessment Work Is Essential To Achieving Quality--Conclusion. (Contains 30 references. Appendixes include the steps and tools needed to gather portfolios and rate papers for grades K-12; key elements of a first-year report from the original 3-year study; and the key steps and tools necessary to gather and rate reading portfolios.) (RS)

Education; *Multicultural Education; Pantomime; Play; Readers Theater
IDENTIFIERS- Chamber Theater; Guided Imagery; Multicultural Literature

The use of creative drama in a multicultural classroom can allow a teacher to establish a student-focused base for experiential learning and can allow students from various cultures to use drama as a way of expressing their individual cultural differences. Using literature about various ethnic groups in creative drama can contribute to the multicultural classroom. The practice of creative drama can help to cultivate creativity and inventiveness. Creative drama addresses all areas of language arts, teaches the important skill of focusing, and acts as a tool in the multicultural classroom for learning to understand and overcome differences. Using creative drama honors the importance of play and thus acts as a learning tool. Creative drama may be implemented in the classroom through the use of guided imagery, mirror exercises, pantomimes, Reader's Theatre, and Chamber Theatre. (Contains 13 references.) (EF)

ED 434 379 CS 510 160

Annarella, Lorie A.
Using Creative Drama in the Writing Process.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; *Creative Activities; *Drama; Elementary Education; *Imagination; Listening Skills; Visualization; Writing Exercises; Writing Instruction
IDENTIFIERS- *Guided Imagery

Creative drama can be used productively in the classroom by allowing students to dream and to put these ideas down on paper. Guided imagery is a way of accomplishing this. Guided imagery is when the creative drama teacher guides students on a journey through the imagination. It can be used as a prereading and prewriting exercise. Listening and speaking skills can also be developed with the use of guided imagery. Use of the guided imagery procedure involves breathing exercises, description of the journey or imaginary object, and discussion of the experience afterward. Visualizing and imaging are used almost simultaneously as the use of guided imagery is implemented in the teaching of writing. (Contains 10 references.) (EF)

ED 434 380 CS 510 161

Annarella, Lorie A.
Encouraging Creativity and Imagination in the Classroom.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; *Creative Development; Creative Dramatics; *Creativity; Divergent Thinking; Elementary Education; Student Development
IDENTIFIERS- Social Acceptance

Eliciting creativity in every student in the classroom can be a realistic goal for classroom teachers. The teaching of examines the role of the district and the central-office staff in reform, whereas chapter 2 outlines the three main components of the infrastructure of district-wide, middle-grades reform--leadership, support, and accountability--and presents the 18 standards for reform that cover these three components. The audit and planning process carried out in four diverse urban districts is described in chapter 3 and includes recommendations useful to those using the audit. Chapter 4 addresses common themes and concerns found in the districts working to establish effective systems to increase middle-grades student achievement across an entire district. Section 2 lists resources and tools for change and includes information on leadership and support standards. The third section features recommendations and examples of how to address concerns as explored by four case studies. The text concludes with examples of other districts throughout the country engaged in systemic reform. (RJM)

ED 434 400 EA 030 062

Dornan, John
Chartering for Excellence: Developing & Implementing Charter School Legislation. A Guide for Policymakers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Charter Schools; *Educational Policy; Elementary Secondary Education; Policy Analysis; *Position Papers; Program Implementation; School Policy

This is the third SERVE publication about charter school issues. It focuses on implementation concerns confronting policymakers and state-education agencies, with particular emphasis on charter-related issues and recommendations for policymakers. The text focuses on strategies for drafting charter school legislation, issues that affect state-agency staffing, concerns in screening charter applications, and other materials that relate to accountability, monitoring, racial balance, funding, groups other than state boards, bridging the gap between charters and other public schools, and barriers to change. These chapters are followed by a series of policy briefs: "Selecting High-Quality Charter Schools," by Bryan Hassel; "The False Friends of Charter Schools: What Policymakers Can Do," by Gregg Vanourek, Bruno V. Manno, and Chester E. Finn, Jr.; "A Close Look at Charters: What Your Board Needs To Know Before You Accept a Proposal for a Charter School," by Judith Brody Saks; and "A Study of Charter Schools: First Year Report--May 1997," an executive summary which provides the highlights from the first-year report of the National Study of Charter Schools, a 4-year research effort to document and analyze the charter-school movement. (Five appendices include information on charter-school resources, the status of charter schools in the southeastern U.S., and other data.) (RJM)

ED 434 401 EA 030 063

Hadderman, Margaret

numbers of people--that administrators are likely to face. The guide discusses how instructors might set the stage for the project, foreshadows issues that might arise during the project, and suggests possible topics that the instructor might raise when giving feedback to students. The booklet guides participants through critical issues relevant to information technology in schools so as to prepare students for sustaining long-term technology initiatives in schools. It discusses challenges facing schools, challenges in implementing PBLP, learning objectives, products, and guiding questions. The text deals not only with issues such as staff resistance and budgetary constraints, but also explores new models for using technology in schools, implications of technology for instruction and learning, technology's role in restructuring, and the development of a long-term technology plan that takes into account the needs of students, teachers, and parents. Four appendices offer further information. (RJM)

ED 434 420   EA 030 103

Education Department General Administrative Regulations. 34 CFR Parts 74, 75, 76, 77, 79, 80, 81, 82, 85, 86, 97, 98, and 99.
PUB DATE- 99
NOTE- 248p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Administration; Elementary Secondary Education; *Federal Regulation; Politics of Education; School Law; *School Policy
IDENTIFIERS- Department of Education

This publication by the U.S. Department of Education is an unofficial version of the Department's General Administrative Regulations. The volume incorporates final regulations that the Department published too late to appear in the official July 1, 1998, version of Title 34 of the Code of Federal Regulations issued by the Office of the Federal Register (OFR). However, the only official versions of these regulations are those published by the OFR in the Federal Register and the Code of Federal Regulations. This book covers the administration of grants and agreements to institutions of higher education, hospitals, and other nonprofit organizations. It offers detailed instructions on direct-grant programs and state-administered programs. The document supplies definitions that apply to department regulations and provides information on intergovernmental review of Department of Education programs and activities. It also addresses uniform administrative requirements for grants and cooperative agreements to state and local governments, general education provisions on act-enforcement and regulations on new restrictions on lobbying and government-wide debarment and suspension, and government-wide requirements for a drug-free workplace. Other areas covered include drug and alcohol prevention, protection of human subjects, student rights in research, and family educational rights and privacy. Four appendices offer further information on final rulings. (Includes an index.) (RJM)

ED 434 421   EC 307 419

Sauer, John; Walz, Lynn
Planning Our Future Together: Using a Large-Scale Systems Change Process for Educational Reform: Video Discussion Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99

IDENTIFIERS- *Individuals with Disabilities Education Act; *Pennsylvania

This guide, in Spanish, is intended to help Pennsylvania parents of infants and toddlers with disabilities to understand their rights and assist in the design of an appropriate early intervention preschool educational program. An overview of special education laws focus on the Individuals with Disabilities Education Act, Parts B and C. The main sections of the guide provide information on: (1) the evaluation process, including the role of the service coordinator and required assessment areas; (2) eligibility; (3) the Individualized Family Service Plan (IFSP) and federal law requirements; (4) carrying out the plan, such as determining where, who, what services, and how much the IFSP requires; (5) the services, ranging from assistive technology to vision services; (6) important aspects of the IFSP, such as fee services and the parental right to be informed; (7) community childcare, including obligations of the mental health/mental retardation agency; (8) conflict resolution, including complaint, mediation, and hearings; and (9) transition at age 3, including the systematic transfer of responsibility from the Department of Public Welfare to the Department of Education. Appendices provide a checklist of steps in preparing for the IFSP meeting and a glossary of abbreviations. (DB)

ED 434 440 EC 307 438

A Parent Guide to Special Education for Preschool Children in Pennsylvania.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 16p.; For Spanish version, see EC 307 439.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; Conflict Resolution; Delivery Systems; *Disabilities; Due Process; *Early Intervention; Educational Legislation; Eligibility; Federal Legislation; *Individualized Education Programs; Interdisciplinary Approach; *Parent Rights; *Preschool Children; Preschool Education; *Special Education; Student Evaluation; Student Placement
IDENTIFIERS- Individuals with Disabilities Education Act; *Pennsylvania

This guide is intended to help Pennsylvania parents of preschool children with special needs to understand their rights and assist in the design of an appropriate early intervention preschool educational program. An overview of special education laws focuses on the Individuals with Disabilities Education Act, Part B. The main sections of the guide provide information on: referral; transition at age 3, which includes transfer of responsibility from the Department of Public Welfare to the Department of Education; the multi-disciplinary evaluation team, such as the required members; the multi-disciplinary evaluation, including required areas for evaluation; what makes an evaluation "appropriate," such as appropriate tests and testing environment; independent evaluations; re-evaluations; the comprehensive evaluation report, including required components; eligibility; the individualized education program (IEP) and its required components; services and personnel; placement; community childcare or preschool; other IEP requirements; conflict resolution, including complaints, provide empirically based data to inform states regarding decision making for assessment polices. The research reviewed a total of 114 studies. Results found: (1) extended time may be an appropriate accommodation; (2) positive effects for students with disabilities occurred as a result of test setting changes; (3) computer-based testing must be interpreted with caution due to rapidly changing technology and the lack of large-scale studies; (4) findings favor the use of familiar examiners, typically the student's classroom teacher, to provide accommodations and administer the test; (5) the use of large print or Braille and the reading aloud of math problems have been differentially effective; (6) dictation to a proctor or scribe appears to be effective in improving performance for students with and without disabilities; and (7) performance on standardized tests is greatly enhanced by reinforcement during the testing situation. An appendix includes the types of testing accommodations made for students with disabilities in the areas of setting, timing, response, presentation, test directions, and assistive devices. (CR)

ED 434 460 EC 307 458

Coker, Charles C.; Flynn, Mary; Menz, Fredrick E.; McAlees, Daniel C.
Workforce Development and Welfare Reform: Potential Impact upon Persons with Disabilities and Community Rehabilitation Programs.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Community Based Instruction (Disabilities); *Community Programs; *Disabilities; Employment Opportunities; Employment Programs; Employment Services; Federal Legislation; Focus Groups; Program Attitudes; Program Implementation; Program Improvement; *Rehabilitation Programs; Vocational Education; *Welfare Services
IDENTIFIERS- *Welfare Reform

This report details the outcomes of a study conducted in response to concerns about the impact of workforce development and welfare reform upon persons with disabilities being served by community rehabilitation programs. Twenty-three focus groups involving over 200 individuals were held in 13 different cities across eight states. Participants came from the rehabilitation community (consumers, consumer advocates, community rehabilitation program staff, and vocational rehabilitation staff) and other community programs. The report discusses the various issues from the perspectives of persons with disabilities and the responses by community rehabilitation programs. The study found consensus among participants that the intent of the reforms was on target for addressing certain deficits within employment and welfare programs for populations without disabilities. With regard to servicing people with disabilities, however, significant problems in implementation of the programs were consistently cited. Successful implementation of the reforms appeared to be dependent on how well local communities worked together to implement these programs and how much state and federal planners allowed communities the flexibility needed to serve different consumers with various needs. (CR)

ED 434 461 EC 307 459

types of improvements needed. Next, the condition and repair needs of specific building systems and areas and their repair cost summaries are listed. The concluding section presents a detailed list of total funding needed for additions and rebuilding per area within the state. (GR)

ED 434 482 EF 005 437

Educational Furniture for the 16-19 Age Group: Specification and Design. Design Note 30.
SPONS. AGENCY- Department for Education and Employment, London (England). Architects and Building Branch.
PUB DATE- 82
NOTE- 68p.; Photographs will not reproduce well. Page 49 is missing from ERIC's copy.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; College Students; Educational Facilities; Foreign Countries; *Furniture Design; *Human Factors Engineering; Postsecondary Education; Space Utilization; Student Needs; Young Adults
IDENTIFIERS- Site Visits

A 1982 British study examined the furniture needs of 16-19 year-old students. This report presented the findings on the technical and performance requirements in terms of durability and ergonomics. This report examines the furniture requirements in teaching spaces, social, refreshment and private study areas, storage requirements for pupils' personal belongings, and functional requirements. It highlights the common difficulties and shortcomings currently being encountered, covers the general background to the work, provides commentary on current practice as witnessed during the visits and gleaned from the discussions during the project, and concludes with specific recommendations on technical and ergonomic matters. Numerous photographs and diagrams are contained throughout the report. (Contains 33 references.) (GR)

ED 434 483 EF 005 449

Energy Retrofit for Aging K-12 Schools.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Cost Effectiveness; *Educational Facilities Improvement; Elementary Secondary Education; *Energy Conservation; Financial Needs; Public Schools
IDENTIFIERS- *Retrofitting

Successfully retrofitting aging K-12 schools using energy conservation measures (ECM) that can improve the physical plant and reduce energy consumption are explored. Topics explore how certain ECM measures can benefit educational facilities, why retrofitting begun sooner rather than later is important, how to finance the retrofit program, and the phases retrofit programs have in common. Contracting strategies for school districts that choose not to use Energy Savings Companies (companies providing design, construction, and financing with a guaranteed construction cost and energy savings component) are entirely in Spanish, include these articles: "The Inevitable Radical Weakness of Language: Some Reflections about Forming Readers and Citizens" (Daniel Goldin); "Relationships among Reading and Writing, Thematic Units, Learning Through Research...In Search of Effective Instruction for Whole Language" (Timothy Shanahan); Comprehension and Textual Production in the Second Cycle of E.G.B.: Strategic Methodology" (Maria Isabel Lopez); "Games and Their Educational Implications in the Teaching of Literacy" (Ignacio Dalton and James F. Christie); "Reading Quickly, Thinking Carefully" (Graciela Perriconi); "Full Text: A New Challenge for Reading-Writing Instruction" (Octavio Henao Alvarez); "Using the Library, Reading, and Working with Street Children in Honduras" (Luis Mendez); "Diversity and Continuity in Writing and Editing Situations in Kindergarten" (Maria Claudia Molinari); "The Evaluation of Writing in a School Context: Implications for Practical Pedagogy" (Stella Serrano and Josefina Pena); "Mezquital, Malintzi and Chichimecas Mission: Language Awareness in the Development of Bilingual Literacy" (Norbert Francis); "Latin American Identity in Caribbean Children's Literature" (Gerardo Torres); "Construction of Face: Experience of a Reading/Writing Workshop in Greater Buenos Aires" (Carolina Espinosa); "An Unsuspected Dichotomy: The Boundary between Spelling and Writing in the Beginning Literacy Period" (Celia Diaz and Emilia Ferreiro); "Phonological Awareness and Reading: Theory and Research on a Complex Relationship" (Angela Signorini); "Whole Language in Multicultural Bilingual Education: Implications for Bilingual Teacher Training in Ecuador" (Annelies Merkx and Rolando Pichun Seguel); "Writing in First and Second Languages: A Two-Language Process" (Amparo Clavijo and Esperanza Torres); "Phonological Awareness in Preschool Children: The Possibility of Omitting the First Section" (Monica Alvarado); "Commentary on the Thesis of Monica Alvarado" (Sofia Vernon); "Literacy and Discrimination" (Mirta A. Mosches de Kosiner); "Adriana and Independent Retelling of Her Favorite Stories" (Angeles Molina Iturrondo); "University Students as Producers of Texts: A Team-Teaching Experience" (Adriana Bono and Sonia de la Barrera); "Reading Together: A Project with Children Repeating First Grade in a Public School in Brazil" (Mercedes Cupolillo, Regiana Souza Silva, Shamia Socorro and Keith Topping); "Reading and Life 93-97: A Social and Library Study" (Ana Sola Villazon, Pedro G. Enriquez and Fabricio Penna). Book reviews and professional notes are also included in each issue. (MSE)

ED 434 508   FL 025 965

Helmer-Salasoo, Ester; Kahr, Sally
Collegial Support and Networks Invigorate Teaching: The Case of Marsha S. Slater. CELA Research Report. Case Study Number 12008.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Educational Strategies; *English (Second Language); High Schools; Instructional Effectiveness; *Literacy Education; *Networks; *Peer Relationship; Profiles; Second Language Instruction; Secondary School Teachers; Teacher Characteristics; *Teaching Skills; Teaching Styles

The report profiles the work of Marsha S. Slater, who teaches at the International High School in New York (New York), a highly

ED 434 528 FL 026 007

Lyons, Caryl; Bolton, Sandra
Using Rater Comments in Large-Scale Writing Assessment.
PUB DATE- 99
NOTE- 6p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (33rd, New York, NY, March 1999). An earlier version of this article appeared in the Summer 1999 issue of "MidTESOL Matters - A Publication of Mid-America Teachers of English to Speakers of Other Languages."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); Evaluation Criteria; *Evaluation Methods; Foreign Countries; *Language Tests; North American English; *Rating Scales; Scoring; Secondary Education; *Writing Evaluation
IDENTIFIERS- *American College Testing Program; Japanese People

The paper describes the system of rater comments used in an American College Testing (ACT) Program English language test designed for use with Japanese secondary school students learning English as a foreign language. The writing portion of the test consists of two short essays, each scored by two native speakers of North American English, using a six-point rubric. In addition to giving the essay points, the first reader of each essay may select four comments from a standardized list concerning the essay's fluency and development, organization, vocabulary, and language elements. Mechanics and spelling are not addressed. Raters are trained to look for meaning in the work and to see past mechanical problems in the writing. Rater comments are to provide (1) praise and (2) suggestions for improvement. Examples of comments in each area are included. Advantages of this approach include the time saved by teachers in providing a comment by number, and the ease with which standardized comments can be understood by students. Contains one reference. (MSE)

ED 434 529 FL 026 008

Krashen, Stephen D.
Condemned without a Trial: Bogus Arguments against Bilingual Education.
PUB DATE- 99
NOTE- 127p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bilingual Education; Dropout Rate; Elementary Secondary Education; *English (Second Language); Hispanic Americans; *Immigrants; *Politics of Education; Program Effectiveness; *Public Opinion; *Public Policy; Second Language Instruction; State Programs; Student Attrition
IDENTIFIERS- *California

An expert on second language acquisition examines and refutes five commonly offered arguments against bilingual education: (1) it is responsible for the high Hispanic dropout rate; (2) most immigrants succeed without bilingual education; (3) the United States is the only nation that has bilingual education; (4) bilingual education failed in California; and (5) public opinion is against bilingual education. A final chapter comments on J. Greene's "A Meta-Analysis of the Effectiveness conferences, seminars and societies, journals and newsletters, mentoring and partnerships); (4) teaching (approaches to teaching, tutoring and supervision, resource-based teaching, and assessment/evaluation); (5) researching (forms of research, research funding, managing research, and relating research to other academic roles); (6) writing (the importance of writing to an academic career, writing for journals, writing books, and how to avoid getting stale); (7) managing (academic managerial roles, committee work, running a department, and legal matters); and (8) developing an academic career (taking a lifetime perspective, appraisal and promotion). A list of relevant organizations and journals is attached. (Individual chapters contain references.) (DB)

ED 434 549   HE 032 242

Neal, Sarah
The Making of Equal Opportunities Policies in Universities.
PUB DATE- 98
NOTE- 170p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Diversity (Faculty); Educational Change; *Equal Opportunities (Jobs); Foreign Countries; Higher Education; Policy Analysis; Racial Factors; *Unions; Universities
IDENTIFIERS- *Great Britain

This book addresses the ways in which British higher education institutions have responded to equal opportunities issues, particularly race issues. The book is organized around four university case studies conducted in 1992 and 1993. The case studies involved analyses of equal opportunities policy documents of each university and semi-structured interviews with senior management, relevant staff, academics, and local academic trade union officials. Analyses focused on three aspects: first, the characteristics of equal opportunities policies, the processes of their formation, and the structures put in place for implementation; second, the institutional discourses that surrounded equal opportunities policy; and, third, the ways in which the two main academic trade unions the Association of University Teachers and the National Association of Teachers in Further and Higher Education have been involved in raising and campaigning around equality issues. Individual chapters address the following topics: (1) researching equal opportunities in higher education (issues, dilemmas, and self); (2) the changing face of higher education in Britain; (3) uneasy relationships (trade unionism, equal opportunities, and academic political consciousness); (4) analyzing equal opportunities policy documents; (5) equality policies in the everyday world of universities; (6) academic trade union responses to equality policies; and (7) conclusions. (Contains approximately 325 references.) (DB)

ED 434 550   HE 032 243

Cowan, John
On Becoming an Innovative University Teacher: Reflection in Action.
PUB DATE- 98
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

those moving from high school to full-time work; those moving from high school to college, and those moving from full-time work back to college. The study found that many women-by choice or necessity-travel not on a track but in a circuitous path as their education interacts with other life changes such as marriage, divorce, and parenthood. In separate sections, the report profiles several individual transitions, exploring the contexts of respondents' decision-making, noting goals, aspirations, and rationales for respondents' decisions, and the obstacles and barriers they faced, shows the impact of life transitions on educational decisions, and suggests some solutions. An appendix provides a demographic profile of respondents. (Contains 24 references.) (CH)

ED 434 570 HE 032 348

Miller, Margaret A.; Ehrmann, Stephen C.; Rohan, Sue; Eaton, Judith S.; Mac Gregor, Jean; Wergin, Jon F.; Alberts, Bruce
Architecture for Change: Information as Foundation. 1998 AAHE Assessment Conference (Cincinnati, OH, June 13-17, 1998).
PUB DATE- 98
NOTE- 95p.; Foreword by Barbara L. Cambridge.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Assessment; Educational Attitudes; Educational Change; *Educational Quality; Elementary Secondary Education; Evaluation; *Higher Education; Institutional Evaluation; Outcomes of Education; Program Evaluation; Quality Control; Science Education; Student Evaluation; Teaching Methods
IDENTIFIERS- Malcolm Baldrige National Quality Award; Quality Assurance

The seven speeches in these proceedings were presented at the 1998 American Association for Higher Education conference on assessment. "Blueprints" sets out the architecture of the conference with four "strands," each focusing on one level of information. The first is assessment of pedagogies in the classroom, on campus, and beyond; the second is assessment of programs and units; the third is assessment within and across institutions; and the fourth is moving from information to action. Four keynote addresses, each addressing one strand, follow: "What Outcomes Assessment Misses" argues that assessment is a way to clarify what we want to achieve, how we can get there, and how we can know when we have arrived; "Assessment of Powerful Pedagogies: Classroom, Campus, and Beyond" examines assessment of alternative teaching methods, such as collaborative, active, and problem-centered learning; "The Malcolm Baldrige Approach and Assessment" discusses the Malcolm Baldrige National Quality Award approach to self-assessment; and "Assessment of Programs and Units" reviews the challenges of effective program assessment. A plenary speech, "Accreditation and Quality Assurance: Ambivalence and Confusion," discusses quality assurance through accreditation; another, "Reinvigorating Science Education in the U.S.: The Importance of Appropriate Assessments," discusses how appropriate assessment can help improve the poor state of math and science education in the United States. (MDM)

ED 434 571 HE 032 349

Glennen, Robert E.; Martin, David J.
Kansas Regents Honors Academy: A Follow-Up Study.
PUB DATE- 98
NOTE- 47p.

on three questions regarding these programs: (1) whether there has been an increase in the number of borrowers who entered repayment but subsequently received deferments or forbearances; (2) what the effect on default rates would have been if borrowers in deferment or forbearance were excluded from the default rate calculation; and (3) if the latter method of calculation had been used, would any additional schools have exceeded the 25 percent default rate threshold. The report found that student loans in deferment or forbearance have increased for all types of schools; that default rates rose when borrowers with deferments and forbearances were excluded; and that under the recalculated default rate more schools would have exceeded the 25 percent threshold. The report also notes Department of Education objections to changing the method of calculating the default rate, but concludes by suggesting that Congress consider this change. Appended to the report are sections on scope and methodology and comments from the Department of Education. (CH)

ED 434 592 HE 032 370

Morgan, Robert L.; Hunt, E. Stephen
Classification of Instructional Programs - 2000. Public Comment Draft. Third Revision .
PUB DATE- 99
NOTE- 310p.; Canadian content contributed by Alan Goodall and Denis Cusak, Centre for Education Statistics, Post-secondary Education Section, Statistics, Canada. Authorized translations into French prepared by Statistics Canada. contributions also by Joanne Pilon.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Academic Education; Adult Education; Allied Health Occupations; Cataloging; *Classification; *Course Descriptions; Education Work Relationship; Foreign Countries; High Schools; Higher Education; Home Economics Education; Indexing; Industrial Arts; Nontraditional Education; Occupational Surveys; *Occupations; Postsecondary Education; Professional Education; Program Content; Program Descriptions; Vocational Education
IDENTIFIERS- *Canada; *Classification of Instructional Programs; Reserve Officers Training Corps

This third revision of the Classification of Instructional Programs (CIP) updates and modifies education program classifications, descriptions, and titles at the secondary, postsecondary, and adult education levels. This edition has also been adopted by Canada as its standard for major field of study classification. The volume includes the following sections: (1) an introduction, with information on update processes and procedures, principles governing programs included in the CIP, how the volume is organized, proposed revisions, textual conventions, taxonomic information, and new programs added; (2) a listing of series, codes, and titles; (3) full text of instructional program codes, titles, and definitions for the following classes of programs: academic and occupationally specific programs; vocational family and consumer sciences/consumer and home economics programs; technology education/industrial arts programs; U.S. Reserve Officer Training Corps programs; personal improvement and leisure programs; dental, medical, and veterinary residency

Based Education; Educational Policy; Elementary Secondary Education; Higher Education; *State Standards; *Strategic Planning
IDENTIFIERS- Colorado; Washington; Wisconsin
This monograph analyzes new competency-based college admissions strategies linked to school reform initiatives that focus on linking K-12 and postsecondary education systems. It is based on data collected as part of a national survey of state higher education agencies and site visits to Colorado, Georgia, Maryland, Ohio, Washington, and Wisconsin, with Wisconsin, Colorado, and Washington selected for in-depth study because of their early involvement with and substantial commitment to a competency-based model. Following an introduction, individual sections address: (1) policy environments that support change and new roles for state systems as facilitators and partners in the development of competency-based systems; (2) reasons for competency-based admissions (to respond to political forces, to articulate curriculum with public schools, and to ensure better-prepared students); (3) development and implementation of competency-based admissions and competency assessment; and (4) the effects so far, especially in Wisconsin and Colorado, the only states now admitting students via competency-based programs; and (5) continuing challenges, including costs and benefits, predictability and portability questions, compatibility with nontraditional learning, and common understandings of terminology. (DB)

ED 434 611   HE 032 389

Tafel, Jonathan; Eberhart, Nancy
Statewide School-College (K-16) Partnerships To Improve Student Performance. State Strategies That Support Successful Student Transitions from Secondary to Postsecondary Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 22p.; For a report on competency-based admissions standards, see HE 032 388.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Admission Criteria; *Articulation (Education); Change Strategies; College Admission; College School Cooperation; Educational Change; Educational Planning; Educational Policy; Elementary Secondary Education; Higher Education; Partnerships in Education; State Programs; *State Standards; Statewide Planning; *Strategic Planning
IDENTIFIERS- Georgia; Maryland; Ohio
This monograph examines state initiatives to create educational structures that more closely align K-12 and postsecondary education. Data were collected as part of a national survey of state higher education agencies and site visits to Colorado, Georgia, Maryland, Ohio, Washington, and Wisconsin. Site visits in 1997 to Georgia, Maryland, and Ohio focused particularly on two issues: alignment of K-12 reform efforts and college admissions, and efforts to reduce postsecondary remediation and better prepare students. Following an introduction, the report examines the rationale for building a state K-16 system; how various state programs support school-college collaboration; and some new strategies for state K-16 partnerships. Other sections of the report examine: (1) Georgia's P-16 Initiative, which coordinates state goals with local needs; (2) Maryland's K-16 partnership for teaching and learning, a collaboration of

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Learning; *Adult Students; *Age Differences; Andragogy; *Graduate Students; Graduate Study; Higher Education; Individual Development; Learning Theories; Nontraditional Students; *Undergraduate Students; Undergraduate Study

This paper examines what is known (and not known) about adult college students. It reports on a study which compared different age groups in different types of institutions and reviews the research about how adults learn and methodologies for teaching adults. The study compared age distributions at four Texas institutions: the University of North Texas, Embry-Riddle Aeronautical University, the University of Dallas, and Art Institutes International. Analysis of the age demographics at the four institutions indicates that the vast majority of graduate students are age 25 and over; the number of undergraduate students age 25 and over varies widely between the four institutions. A review of adult learning theories offers one theory suggesting that educators of adults who are interested in improving teaching use a cycle involving questioning, theorizing, testing, and reflection. Other reviews of the literature address such concerns as whether the literature adequately addresses the concerns of educators of adults, how teaching can be improved, and who is responsible for improving teaching. The paper concludes that there continues to be a need for research about adult student learning and that college programs need to recognize how older students differ from traditional students. (Contains 36 references.) (DB)

ED 434 632 HE 032 410

Braxton, John M.; Bayer, Alan E.
Faculty Misconduct in Collegiate Teaching.
PUB DATE- 99
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Codes of Ethics; *College Faculty; *College Instruction; Community Colleges; Ethics; Higher Education; Norms; Standards; Surveys; Teacher Attitudes; *Teacher Behavior; Teacher Role; Teaching (Occupation); Two Year Colleges; Undergraduate Study; Universities

This book addresses issues of impropriety and misconduct in the postsecondary teaching role. It reports on three surveys of faculty members conducted over 6 years at research universities, liberal arts colleges, and two-year community, junior, and technical colleges. In each survey an equal number of faculty members were selected from each of four disciplines: biology, history, mathematics, and psychology. Analysis examines how individual, disciplinary, and institutional differences influence professorial behavior in undergraduate teaching. The book finds that in contrast to the more explicitly understood and enforced rules of conduct in research, teaching norms are informally defined and observed. The book argues that a formal code of ethics for undergraduate teaching would serve the dual purpose of improving undergraduate education and elevating the status of college teaching. The 10 chapters address the following topics: (1) the centrality of norms to academic work; (2) design of the process of building an LSTA plan are also included. (AEF)

ED 434 653 IR 057 485

Library Services and Technology Act. Massachusetts Long-Range Plan, 1998-2002.
PUB DATE- 97
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Information; Financial Support; Grants; Libraries; *Library Funding; *Library Planning; Library Services; Objectives; State Programs; *Strategic Planning; Tables (Data)
IDENTIFIERS- *Library Services and Technology Act 1996; *Massachusetts

This Massachusetts Long-Range Plan was developed to set broad strategic direction for the use of Library Services and Technology Act (LSTA) funds, to inform Massachusetts libraries of these directions, and to meet the statutory requirement. This plan details specific goals and objectives that support the stated mission: to provide every resident of Massachusetts with equal opportunity to access information resources. A background section provides a statistical overview of the Massachusetts general population and its libraries, regional library systems, automated resource sharing networks, and other aspects of the library community. A section on needs assessment describes the focus group methodology and presents highlights of focus group findings for users and nonusers and library professionals. Following a missions statement, six goals are listed in priority order, with each goal listing objectives and strategies for implementation. The next section provides information on priorities, policies, procedures, and evaluation. Appendices include eligibility requirements for participation as a member of a regional library system; long-range plans; and long-range plan component definitions. (AEF)

ED 434 654 IR 057 486

New York State Library Services and Technology Act, Five-Year Plan, October 1, 1997-September 30, 2002.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Information; Financial Support; Grants; Libraries; *Library Funding; *Library Planning; Library Services; Objectives; Program Improvement; State Programs; *Strategic Planning
IDENTIFIERS- *Library Services and Technology Act 1996; *New York

This plan is intended to: summarize for the Board of Regents, the State Education Department, New York State libraries, agencies and organizations with an interest in library services, and interested citizens of the State, the goals, priorities, activities, and evaluation methodology of the programs undertaken for the improvement of library services under the Federal Library Services and Technology Act (LSTA); serve as a guide to library systems, libraries and consortia that wish to participate in the LSTA program; and meet the requirements of the Federal Library Services and Technology Act and the Institute for Museum and Library Services (IMLS) for an August 1, 1997 filing date for a five-year plan. Goals, objectives and function/updating of the union catalog). Specifications required for the union catalog system are summarized in the fifth section, including records format, quality control of records, multiple records identification, and the data model. The sixth section considers standardization, including bibliographic standards, authorization of names and subjects, holdings information, and interlibrary loan. The importance of education and training of library staff is noted in the seventh section, followed by a section that discusses the administration scheme. The ninth section outlines project phases. A concluding section lists expected project results. (Contains 26 references.) (MES)

ED 434 672   IR 057 516

Melan, Pierre
Riding the Technology Wave.
PUB DATE- 98
NOTE- 6p.; In: The Challenge To Be Relevant in the 21st Century: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Pretoria, South Africa, June 1-5, 1998), Volume 18; see IR 057 503.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Science; Foreign Countries; Futures (Of Society); History; *Information Technology; *Internet; *Microcomputers; *Technological Advancement
IDENTIFIERS- Historical Background; Technological Change

This paper presents an overview of information technology development. The first section sets the scene, comparing the first WAN (Wide Area Network) and Intel processor to current technology. The birth of the microcomputer is described in the second section, including historical background on semiconductors, microprocessors, and the microcomputer. The creation of the Internet from 1962 to 1998 is addressed in the third section. The next section outlines where we are today, including uses for the Internet. Issues to consider related to the Internet are summarized in the fifth section, and the sixth section suggests new Internet applications. A concluding section considers the future in regard to information technology development. (MES)

ED 434 673   IR 057 517

McGee, Rob
Library Resource-Sharing in the Network-Centric World.
PUB DATE- 98
NOTE- 15p.; In: The Challenge To Be Relevant in the 21st Century: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Pretoria, South Africa, June 1-5, 1998), Volume 18; see IR 057 503.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Foreign Countries; *Information Technology; Internet; *Library Automation; Library Development; *Library Networks; *Library Role; Library

Protective Services; (8) The college awarded a total of 1,265 associate degrees and 138 certificates in 1997-98; (9) The total number of female faculty members is 156, which is 55 per cent of the faculty body; and (10) The state appropriated $30,976,000 to the college in 1997-98. (EMH)

ED 434 692 JC 990 625

Bazer, Gerry, Ed.
Community College Exemplary Instructional Programs, Volume VII, 1995-1996.
PUB DATE- 96
NOTE- 145p.; For Volume VI, 1994-1995, see ED 396 782.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Awards; *Community Colleges; Educational Assessment; Program Content; Program Descriptions; Program Design; Program Effectiveness; *Recognition (Achievement); Two Year Colleges

This volume describes outstanding community college programs corresponding to the four categories in which programs were originally submitted to the National Council of Instructional Administrator (NCIA) Annual Exemplary Instructional Program Awards. Section 1 includes the description of two programs that won the award for Best Program Using Technology with Underprepared Students. Section 2 includes the description of one program that won the award for Best Program Using Technology with Transfer Students and two programs that won honorable mentions. Section 3 includes the description of two programs that won the award for Best Program Using Technology with Occupational Students. An honorable mention is also contained. Section 4 includes the description of one program that won the award for Best Program Using Technology in Staff Development. In all, 78 programs are described, including abbreviated descriptions of all programs that were submitted for consideration. Each program cites the institutional contact person, the college address and phone number, and the name of the CEO. An index of participating colleges is contained at the end of the book. (UWC)

ED 434 693 JC 990 627

Rouse, Lawrence Lee
A Comparison of African-American and Anglo-European Community College Leaders.
PUB DATE- 98
NOTE- 136p.; Ed.D. Dissertation, North Carolina State University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Administrator Attitudes; Administrator Evaluation; *Blacks; *Community Colleges; *Competence; Deans; Ethnicity; *Leaders; Self Concept; Self Evaluation (Individuals); Two Year Colleges; *Whites
IDENTIFIERS- African Americans; Ethnic Differences

The purpose of this dissertation is to compare the perceived transformational leadership competencies of African-American and Anglo-European community college vice presidents and deans in Maryland, North Carolina, South Carolina, and Virginia. The Multifactor College Leadership Questionnaire II (MCLQ-II) was used to survey the self-perception of community college leaders and the perceptions of followers/team members who work with

Heacock); and (8) "Sources and Information About Urban Community Colleges" (Dana Scott Peterman and Carol A. Kozeracki).

ED 434 712 JC 990 648

Southwest Virginia Community College Technology Master Plan, 1998.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Colleges; Educational Change; Educational Development; *Educational Planning; Educational Policy; *Educational Technology; *Institutional Mission; Long Range Planning; *Organizational Objectives; *Program Budgeting; Two Year Colleges
IDENTIFIERS- *Southwest Virginia Community College

This technology plan was developed by Southwest Virginia Community College (SVCC) in response to the Chancellor of the Virginia Community College System's goal to improve technology resources available on campus. The first section of this report introduces the SVCC General Technology Plan and how it fits into the college's vision for academic excellence. It also lists what results the plan should produce and what the goals of the SVCC information structure will include. The report also provides information about the applications and processes that will use technology and what benefits may be derived from this applications plan. The third section provides details of the infrastructure plan, stating that SVCCNet has been designed as a local area network that is fully functional and connected to the local, state, and international digital arena. Following this section is an outline of the college's technology spending plan for the fiscal year 1998-99. The spending plan tabularizes details about technology projects, area, equipment, unit cost, quantity, and total cost. The concluding section offers a "list of expectations" that SVCC intends to manifest at the end of June 1999. A glossary is provided at the end of this report. (VWC)

ED 434 713 JC 990 649

University of Hawai'I Kapi'olani Community College Academic Development Plan, 1997-2000.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Colleges; Educational Change; Educational Development; *Educational Objectives; *Educational Planning; Educational Policy; *Institutional Mission; Institutional Role; Long Range Planning; Program Implementation; *School Policy; Two Year Colleges
IDENTIFIERS- *University of Hawaii Kapiolani Community College

This report presents the University of Hawaii Kapiolani Community College's (KCC's) 1997-2002 Academic Development Plan. The report contains seven sections. Section 1 describes the college, enrollment numbers, and faculty and staff numbers. A total of 16,400 students are enrolled, and 330 faculty members and 126 staff members are employed. Section 2 outlines KCC's mission. Section 3 describes the college's planning process, which is part of a comprehensive approach that seeks to integrate academic program planning and budgeting through a

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Literacy; *Consumer Education; Critical Thinking; Decision Making; *Educational Needs; *Educational Resources; *Information Literacy; Information Skills; Literacy Education; Problem Solving; Relevance (Education); Role of Education; Teaching Methods; Thinking Skills; World Wide Web
IDENTIFIERS- *Critical Literacy; *Information Age

Now that the Internet has increased the potential for deception and misinformation among larger numbers of people, consumer education has a new role to play in helping people develop the skills needed to deal with the challenges of the Information Age. In the current information environment, consumers need the blend of skills and abilities that has been variously referred to as information literacy, critical literacy, media literacy, or digital literacy. This form of literacy combines the skills of locating, selecting, organizing, and synthesizing information with critical analysis, interpretation, and application of the results to solve problems and make decisions. Several approaches to teaching the World Wide Web (WWW) have been proposed, including an eight-step modular approach that includes the following: (1) basic concepts; (2) using the WWW for research; (3) basic WWW searching; (4) comparing WWW subject directories; (5) comparing WWW search engines; (6) advanced WWW search techniques; (7) evaluating WWW resources; and (8) synthesizing WWW research strategies. Other resources available to help consumer educators teach the critical literacy skills needed to navigate the WWW safely and successfully include a set of lesson plans and activities that are especially suited to adults and detailed checklists for teaching information source evaluation. (Contains 26 references.) (MN)

ED 434 214 CE 079 160

Brown, Bettina Lankard
School-to-Work and Elementary Education. Practice Application Brief No. 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Career Awareness; *Career Education; Classroom Techniques; Curriculum Development; *Education Work Relationship; Educational Objectives; *Educational Practices; Elementary Education; *Elementary Schools; Guidelines; Integrated Curriculum; Models; Partnerships in Education; Program Descriptions; Program Development; School Community Relationship; Skill Development; Systems Approach; *Work Experience Programs

According to the school-to-work (STW) program philosophy, STW efforts should be comprehensive and begin as early as preschool. At the elementary school level, the developmental process of career education begins with career awareness isolation/connection must be addressed; and (4) although technological tools are an asset, the human element must not get lost. (The document contains 119 references. Appended are a co-researcher biography form and detailed account of one co-researcher's consultation.) (MN)

ED 434 232 CE 079 226

Riccio, James A.

Mobilizing Public Housing Communities for Work: Origins and Early Accomplishments of the Jobs-Plus Demonstration.

SPONS. AGENCY- Department of Housing and Urban Development, Washington, DC.; Department of Labor, Washington, DC.; Rockefeller Foundation, New York, NY.; James G. Irvine Foundation, San Francisco, CA.; Joyce Foundation, Chicago, IL.; Northwest Area Foundation, St. Paul, MN.; Surdna Foundation, Inc., New York, NY.; Department of Health and Human Services, Washington, DC.; Annie E. Casey Foundation, Baltimore, MD.

PUB DATE- 99

NOTE- 81p.; Also supported by the Ford Foundation, Ambrose Monell Foundation and Alcoa Foundation.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; Community Development; *Community Involvement; Demonstration Programs; *Employment Programs; *Incentives; Job Development; Job Search Methods; Job Training; Low Income Groups; Program Development; Program Implementation; *Public Housing; Public Policy; *Unemployment; *Welfare Recipients

This report describes the Jobs-Plus approach, an attempt to transform low-work, high-welfare public housing developments into high-work, low-welfare communities. It highlights the rationale of the approach, the way the demonstration has been set up to test the approach in the field, and what has been accomplished so far by the seven cities chosen to design and implement Jobs-Plus at the local level. Chapter 1 provides the context by discussing the problem of concentrated joblessness in inner cities and public housing and the growing policy interest in creating a better mix of income groups within public housing by increasing residents' employment. Chapter 2 discusses the three components of Jobs-Plus (employment-related activities and support services, financial incentives to work, and community support for work) and why they were considered important to achieving the program's goals. Chapter 3 describes the characteristics of the housing developments where Jobs-Plus is operating and how and why the cities they are in were selected for the demonstration. Chapters 4-5 discuss the sites' early practices and experiences, first in building the local partnerships that were to design and operate Jobs-Plus and then in crafting the program's three main components to fit local conditions. Interspersed throughout chapter 5 are profiles of each site's emerging Jobs-Plus program. Chapter 5 ends with a note on the next steps in the study. Appendixes summarize the overall research plan for evaluating Jobs-Plus. Contain 47 references. (YLB)

ED 434 233 CE 079 227

Hamilton, Gayle; Scrivener, Susan

Promoting Participation. How To Increase Involvement in Welfare-to-Work Activities. A How-To Guide.

SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott

Business Relationship; #Service Learning; #State Standards; #Vocational Rehabilitation
IDENTIFIERS- #Colorado

These four issues of "Aligning," a newsletter-like publication of the Colorado School-to-Career Partnership and Partnerships for Educating Colorado Students, provide information about various facets of the school-to-work program in the state. One of the four-page issues highlights the connection between the work of the Colorado Education Goals Panel and the School-to-Career Partnership to revitalize and renew Colorado's education system, and provides tips for parents and families, students, businesses and employers, and educators to get involved in the Partnership. Another issue focuses on the arts and the benefits of using arts exposure and education to develop workplace competencies. Listings of Colorado arts resources, 301 possible careers in the arts, and school-to-career arts projects are included. A third issue explores the link between service learning and school-to-career, including the benefits of connecting the two educational strategies and suggested methods of incorporating school-to-career and service learning in various courses. The fourth issue links school-to-career and vocational rehabilitation, showing how this alliance can improve post-school employment outcomes for students with disabilities. All four issues provide lists of contacts for further information. (KC)

ED 434 251 CE 079 268

Erkkila, Kristiina
Enterprise Education in the Case of Finland.
PUB DATE- 96
NOTE- 19p.; Paper presented at the World Congress of Comparative Education Societies (9th, Sydney, Australia, July 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- #Education Work Relationship; Educational History; #Educational Needs; #Educational Policy; Educational Practices; Elementary Secondary Education; #Entrepreneurship; Foreign Countries; Partnerships in Education; #School Business Relationship; Vocational Education; #Work Experience Programs
IDENTIFIERS- #Finland

In Finland, industrial visits have been the most common method of enterprise (entrepreneurship) education. For example, in 1990, more than 40 percent of Finnish companies acted as hosts for students and teachers. There is a need to make these visits more meaningful and active. Other recent practices in Finland are to include work experience in lower secondary school and to include it in primary and upper secondary levels. The reasons for enterprise education are societal, vocational, behavioral, and educational. The development and implementation of educational policy supporting enterprise education started with seven projects started by the National Board of Education in 1993. The idea of partnering projects between schools and companies is a good one, but a national model might not be practical. Instead, a national focus on enterprise education and dedication to developing that concept throughout the country are needed. (Contains 22 references.) (KC)

ED 434 252 CE 079 271

Walker, Karen E.; Watson, Bernardine H.; Jucovy, Linda Z.

*Apprenticeships; Educational Needs; Enrollment Influences; Foreign Countries; *Job Training; Needs Assessment; Postsecondary Education; *School Choice; Secondary Education; Selection; Sex Fairness; *Trainees; *Vocational Education
IDENTIFIERS- *Australia

In vocational education and training (VET), user choice is a means of achieving a more client-responsive training system by allowing clients to have greater choice over how their training needs are met. Funding arrangements linked in some direct way to the expressed demands of individual clients are essential for effective operation of a user choice arrangement. Australia's Statement of User Choice Policy adds three essential elements to meet the user choice objective: significantly greater market power for individual clients to negotiate their training needs; increased responsiveness on the supply side of the training market; and compatibility of user choice outcomes with public expenditure constraints and the efficient use of resources. The Australian National Training Authority Board report has set out the general steps for employers, apprentices, and trainees to participate in user choice, and identified three components: a training package, training program, and training agreement. Findings from evaluation of 54 user choice pilot projects indicate the following: training outcomes were much richer than anticipated; many employers stressed the importance of selecting the right trainees and apprentices; employers felt negotiation of specific aspects of training could usually be undertaken satisfactorily, provided the enterprise-training provider relationship was good; employers felt training companies met a demand in a way that better met their needs than other alternatives; and user choice had the potential to improve access and equity. (YLB)

ED 434 270 CE 079 314

Giddens, Beth; Stasz, Cathy
Context Matters: Teaching and Learning Skills for Work.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Apprenticeships; Case Studies; Classroom Techniques; *Context Effect; *Education Work Relationship; Educational Environment; Educational Trends; *Employment Qualifications; Experiential Learning; Integrated Curriculum; Job Skills; Models; Needs Assessment; Problem Based Learning; Professional Development; Program Effectiveness; Secondary Education; *Skill Development; Teacher Student Relationship; *Teaching Methods; Transfer of Training; Trend Analysis; *Vocational Education
IDENTIFIERS- *Contextual Learning

Changes in work and the workplace are transforming the kinds of knowledge, skills, and attitudes needed for successful work performance. Educators and school reformers are updating curricula and redesigning school programs to ensure that, in addition to academics, young people have opportunities to learn work-related skills and attitudes. A situative study of workplace skills that included case studies of students involved in building a transportation system and caring for patients at home demonstrated how worksite observation

NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aggression; Anxiety; Behavior Problems; *Bereavement; Children; *Coping; Counseling; Counseling Techniques; *Death; Depression (Psychology); *Family Problems; Family Relationship; *Grief; Intervention
IDENTIFIERS- Concomitant Variables; Family Communication; *Family Crises; *Family Therapy

This paper provides counselors and other helping professionals with tools for assessment of and intervention in grieving families that have suffered the loss of a child or fetus through illness, accident, violence, or miscarriage. Helping professionals who don't specialize in grief issues can especially benefit from this information, as many clients display unrecognized and/or unresolved grief issues. Several recommendations for assessment of grieving families are offered. Recommendations include evaluating the level of functioning of individual family members and the family system itself, assessing the levels of communication within and cohesion of the family, and assessing symptomology related to depression and bereavement. A systemic approach that emphasizes family, group, and school interventions is recommended to assist the family in positive grief resolution. (Contains 21 references.) (GCP)

ED 434 291   CG 029 498

Dowd, Alicia C.
Understanding Women's Career Choices Using Taylor's Concept of Authenticity.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Convention of the American Education Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Attitude Measures; Beliefs; *Career Choice; Career Development; Educational Attitudes; *Females; Higher Education; Humanities; *Individual Development; *Intellectual Development; Objectives; Role of Education; *Sex Role; Student Educational Objectives; Values; *Womens Education
IDENTIFIERS- *Authenticity; English Majors

This paper introduces Taylor's concept of authenticity, mean self-concept and identity, to understand the curricular and career choices of female students majoring in English. Observations, a written survey, 21 pilot interviews, and document analysis are used as part of the interpretive case study findings. This paper also introduces Appiah's concept of life "scripts" to illustrate how the pursuit of authenticity may limit choices. It concludes that the considerable value English majors place on the pursuit of authenticity suggests an explanation as to why students pursue their interest in humanities studies (a nonpecuniary good) at a potentially high cost as measured in terms of future earnings potential (and the pecuniary goods those earning can buy). As women disproportionately choose humanities subjects, which emphasize personal and intellectual development, women may also place a disproportionate emphasis on identity development as a goal of college learning and occupational preparation. This study demonstrates the relevance

Reading: Phonics Tool Kit.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Core Curriculum; *Oral Reading; *Phonics; Primary Education; *Reading Comprehension; *Reading Instruction; *Reading Skills; Spelling; Writing (Composition)
IDENTIFIERS- *Oklahoma; Phonemic Awareness; Print Awareness

This "how-to" booklet was compiled by Oklahoma's "Phonics Task Force" to help teachers of K-3 students further incorporate phonics into daily reading instruction using a systematic approach--one that is logical, sequential, and orderly. The booklet states that the use of phonics in Oklahoma's core curriculum has been promoted since 1991. It also states that the "Phonics Task Force," compiled of exceptional elementary school teachers, administrators, and reading specialists, developed the booklet to assist elementary classroom teachers document reading skill development in their students. Pointing out that the phonics method has been proven to work for many students, the booklet's "Phonics Tool Kit" contains reading record sheets for the following seven reading categories: print awareness, phonemic awareness, phonics, oral reading, comprehension, spelling, and writing. (Contains a glossary of terms and a 50-item list of teacher resources.) (NKA)

ED 434 312 CS 013 691

Potter, Jana; Blankenship, Judy; Carlsmith, Laura
So That Every Child Can Read... America Reads Community Tutoring Partnerships: A Review of Effective and Promising Practices in Volunteer Reading Tutoring Programs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Involvement; *Parent Participation; Primary Education; Program Descriptions; Program Effectiveness; *Reading Instruction; *State Standards; *Tutorial Programs; *Tutoring
IDENTIFIERS- *America Reads Challenge

Considering 61 reading tutoring programs established in response to the "America Reads Challenge," this publication encourages all Americans to collaborate with classroom teachers and parents so that every child can read well and independently by the third grade. It discusses ways to build effective partnerships among the community, and it describes different types of tutoring teams. The publication outlines parameters for the tutoring program and discusses training trainers, training tutors, the methodology of tutoring, the tutoring sessions, volunteer support, and subjective and objective assessments. (Contains 23 references; attached are "Lessons Learned" culled from final reports of the 61 America Reads how their reading progresses. It shows how particular teachers manage the improvement of their pupils' reading levels and also follows individual pupils through a school year. According to the book, there were four interlinked studies in the research: Study 1 was a questionnaire survey about practice within primary schools completed by head teachers or language coordinators from a national sample of 1395 schools; Study 2 involved the investigation of practice in four different local authorities, one of which was Birmingham; Study 3 comprised the case studies of 35 class teachers carried out over a full school year; and Study 4 involved intensive case studies of 258 pupils. Chapters in the book describe a comprehensive study of literacy teaching at several levels, from what happens in a large local education authority to the events taking place in a small rural classroom. (Contains 18 tables and an approximately 200-item bibliography.) (NKA)

ED 434 335   CS 216 846

Grant, Janet E.
The Young Person's Guide to Becoming a Writer: How To Develop
  Your Talent, Write Like a Pro--and Get Published!
PUB DATE- 95
NOTE- 178p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For
  Practitioners) - Non-Classroom Use (For Administrative and
  Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
  Classroom situations) (055)
DESCRIPTORS- Feedback; *Publishing Industry; Secondary Education;
  *Writing Exercises; *Writing for Publication; *Writing
  Improvement

This book presents 24 step-by-step exercises that help young writers strengthen their own unique talent and voice. It includes information on finding a writing style, finding other writers, trying various types of writing, getting feedback and support from friends as well as adults, preparing a manuscript for submission to a publisher, finding the right publisher, getting paid, and more topics of interest to serious young writers. After a foreword and an introduction, chapters in the book are: (1) The Land of the Imagination; (2) Identifying the Writer Within; (3) Learning about Genres; (4) Playing with Your Imagination; (5) Finding the Right Publishers; (6) Preparing Your Manuscript; (7) Your Money and Your Publishing Rights; and (8) Connecting with the Writing Community. (Contains an index.) (SC)

ED 434 336   CS 216 847

Wilber, Jessica
The Absolutely True, Positively Awesome Book about...Me!
PUB DATE- 99
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Creative Writing; Elementary Education; *Females;
  *Journal Writing; *Self Concept; *Self Expression

Encouraging young girls to write in a journal to know themselves better, this book gives several ideas for "journaling." It discusses why writing in a journal is important. The book presents writing ideas such as having a privacy journal, a

ED 434 357 CS 216 917

Stice, Carole F., Ed.; Bertrand, John E., Ed.
Teaching At-Risk Students in the K-4 Classroom: Language, Literacy, Learning. Bill Harp Professional Teachers Library.
PUB DATE- 00
NOTE- 155p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Elementary Education; English (Second Language); *High Risk Students; Inner City; Instructional Effectiveness; Language Acquisition; Parent School Relationship; Reading Difficulties; *Reading Instruction; *Rural Education; Student Needs; *Writing Instruction

Written for prospective and beginning early elementary grade teachers, especially those who work with large numbers of high risk students, the essays in this book provide in-depth looks into teachers' successful literacy and content rich classrooms as they come to know the characteristics and plan for the needs of individual students. The book also describes the development of 2 successful parent/school partnership programs, and provides a brief account of the major issues in the current debate about early literacy instruction. Essays in the book are: (1) "'We Teached Ourselves': Good Beginnings in a Diverse Kindergarten" (Linda Edwards); (2) "Being Loved by Thank Yous!: Rural First Graders Make Connections" (Tina A. DeStephen); (3) "'I Can Read So Good 'Cause I Write So Much': Learning from and with Inner-City Second Graders" (Melanie Ricks); (4) "'Try Huff and Puff!': Discovering Children and Creating Curriculum in One Small Town Third Grade" (Cathy Clarkson); (5) "'I Hate Words!': Bridging the Gap with Learning Disabled Fourth Graders" (John E. Bertrand); (6) "Hoa Means 'Flower': Language, Learners, and Culture in an ESL Multi-age Classroom" (Kathy Miller); (7) "'Won't Nobody Come!': Four Critical Components for Creating Successful Parent/School Partnerships in Distressed Communities" (John E. Bertrand); and (8) "The Components of Successful Literacy Instruction in the Early Grades" (Carole F. Stice and Nancy P. Bertrand). (Contains references at the end of each essay, and a 73-item list of suggested professional readings in both early literacy and children at risk.) (RS)

ED 434 358 CS 216 918

Routman, Regie
Conversations: Strategies for Teaching, Learning, and Evaluating.
PUB DATE- 00
NOTE- 900p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Elementary Education; Journal Writing; *Language Arts; Nonfiction; *Reading Instruction; *Spelling Instruction; *Student Evaluation; Teaching Methods; *Teaching (Occupation); *Writing Instruction; Writing Processes

Continuing the conversation began in the book "Invitations," this book further explores the full universe of an effective language arts and literacy program across the curriculum. Filled with an array of field-tested teaching ideas, detailed strategies, reviews of theory, teacher-crafted lessons, and creativity embraces form and structure as well as freedom of thought and expression. It is very appropriate to provide the student with an imaginative and creative impetus with which he/she cannot only create or establish the frame for his/her own life, but supply the tools for the painting of the picture of life. Spontaneous art can be used to activate the imagination--there are no rules and there is no instruction. Risk-taking is a very important factor in order to develop cognitive skills. Divergent thinking skills, where the child can develop different avenues of learning, becomes a supportive factor in teaching the creative child. Creative drama in the classroom can be a useful tool in developing creativity and imagination. Visualizing and imaging are used almost simultaneously while various exercises are used. The difficulty, however, of allowing the creative mind to grow and develop in a world where values are very linear has posed problems for years. The paradox lies somewhere in the process where the rules are so strict that children replace their creativity for social acceptance. (Contains 14 references.) (NKA)

ED 434 381   EA 030 030

Lashway, Larry
Holding Schools Accountable for Achievement. ERIC Digest, Number 130.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Accountability; Change Strategies; Educational Change; *Educational Improvement; Elementary Secondary Education; Program Effectiveness; Teacher Motivation
IDENTIFIERS- ERIC Digests

This digest describes the key features of current accountability systems and explores their implications for administrators. It discusses various aspects of accountability systems, such as rigorous content standards and the alignment of professional development with standards and test results, and how these elements work together to improve student learning. The text outlines ways that accountability systems motivate teachers, and describes the difference between extrinsic and intrinsic motivation systems. The digest emphasizes the need for school leaders to understand what motivates their staff when assembling an accountability system. Various systems are in operation in states and school districts, and the paper discusses the effectiveness of new accountability systems throughout the U.S. Although 48 states now test their students, only 19 publicly rate school performance, and just 14 provide monetary incentives for good performance. Accountability systems can also create some troubling issues, such as teachers narrowing their efforts to focus on test preparation. Ways in which schools can meet new accountability expectations include monitoring vital indicators, aligning professional development with improvement goals, and developing a positive mind set. The digest closes with a list of what school leaders can do, such as promoting a safe and orderly school environment, to ensure that an accountability plan will succeed. (Contains 12

School-Based Budgeting. ERIC Digest Number 131.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Budgeting; *Decentralization; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Finance Reform; *School Based Management; School Restructuring
IDENTIFIERS- ERIC Digests; *School Based Budgeting

This digest discusses a contemporary rationale for decentralizing fiscal decisions through school-based budgeting (SBB). It comments on procedural, legal, and equity considerations; reviews several studies of SBB implementation in urban districts; and identifies emerging policy and research directions. The rationale behind SBB includes the finding that decentralizing four key resources (power, information, knowledge, and rewards) can enhance organizational effectiveness and productivity. Some of the implementations and obstacles to SBB include the time involved, fairness issues, and the need to enhance equity among schools. Recent studies paint a complex picture of SBB's promise and pitfalls. Some districts had a "broadened definition" of SBB and a high-involvement orientation, and some power was decentralized, but district and state constraints allowed schools little discretionary authority. However, a study of Chicago Public Schools showed that they achieved at least one reform goal--the reallocating of funds to reduce administrative bureaucracy and equalize interschool finance. Even so, other studies demonstrated that SBB provided no impetus for schools to do business differently and equity remained a problem. The digest suggests that clarity is needed about SBB's purpose and goal, and it cautions that only a weak link between SBB and school-based management has been found. (Includes 14 references.) (RJM)

ED 434 402 EA 030 064

Spencer, Lynn M.; Stonehill, Robert M.
Profiles of the Regional Educational Laboratories, 1999-2000.
PUB DATE- 99
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Demonstration Programs; Educational Change; *Educational Innovation; Elementary Secondary Education; Profiles; Program Descriptions; *Regional Laboratories
IDENTIFIERS- *Regional Educational Laboratories

This handbook describes the mission of each of the 10 Regional Educational Laboratories in the U.S. The laboratories ensure that those involved in educational improvement at the local, state, and regional levels have access to the best available information from research and practice, thus guaranteeing that lessons about school reform that are developed at one site can be applied elsewhere. The book explores the laboratories' key initiatives and ongoing work, including the individual

NOTE- 61p.; Videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Change Strategies; *Educational Change; Elementary Secondary Education; *Inservice Education; *Strategic Planning; *Systems Approach; Training; Workshops
IDENTIFIERS- Minnesota

This video discussion guide is intended for use in groups working toward large-scale systems changes in schools. It is designed to be appropriate for use in a three-hour workshop, an undergraduate or graduate course, or a training seminar. The guide and proposed workshop are both structured into eight sections. Recommended time allotment, objectives, preparation, process, and notes for the facilitator are presented for each workshop section in the guide. The sections cover: (1) "Introduction to the Learning Session" (its objectives and agenda); (2) "Why Are We Here?" (information about using large-scale approaches for change in systems such as corporations, education, and government settings); (3) "What Do We Need To Know?" (participants study and share three articles about a change formula, the history of large group systemic change, and real time strategic change (RTSC)); (4) "Components of a Large-Scale Event" (a case study illustrating how a three-day large-scale event contributes to a large-scale systems change); (5) viewing the video; and (6) a small group discussion focused on RTSC. Also included is a handout showing the application of the RTSC process to an educational reform effort in a Minnesota high school. The final section is a bibliography and list of Minnesota consultants. (Contains 50 references.) (DB)

ED 434 422 EC 307 420

Ordover, Eileen L.; Annexstein, Leslie T.
Ensuring Access, Equity, and Quality for Students with Disabilities in School-to-Work Systems: A Guide to Federal Law and Policies.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 99
NOTE- 106p.; UIL/Subgrant-98-178, 1-5-3307.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Compliance (Legal); *Disabilities; *Education Work Relationship; *Educational Legislation; *Educational Principles; Educational Quality; *Equal Education; *Federal Legislation; Federal Regulation; Program Development; Secondary Education; Student Participation; Vocational Education; Work Study Programs
IDENTIFIERS- Americans with Disabilities Act 1990; Carl D Perkins Vocational Technical Educ Act 1998; Individuals with Disabilities Educ Act Amend 1997; Rehabilitation Act 1973 (Section 504); School to Work Opportunities Act 1994

This publication provides guidance to state and local administrators responsible for planning and implementing comprehensive school-to-work systems for all students, including youth with disabilities, under five key federal laws:

mediation, conferences, and hearings; and transition to school-age programs. Three appendices provide a checklist of preparation steps for the IEP meeting, a list of suggested questions for parents to ask, and a glossary of abbreviations. (DB)

ED 434 441 EC 307 439

Guia para Padres Educacion Especial para Ninos en Pre-Escolar en Pennsylvania. (A Parent Guide to Special Education for Preschool Children in Pennsylvania).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 17p.; For English version, see EC 307 439.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; Conflict Resolution; Delivery Systems; *Disabilities; Due Process; *Early Intervention; Educational Legislation; Eligibility; Federal Legislation; *Individualized Education Programs; Interdisciplinary Approach; *Parent Rights; *Preschool Children; Preschool Education; *Special Education; Student Evaluation; Student Placement
IDENTIFIERS- Individuals with Disabilities Education Act; *Pennsylvania

This guide, in Spanish, is intended to help Pennsylvania parents of preschool children with special needs to understand their rights and assist in the design of an appropriate early intervention preschool educational program. An overview of special education laws focuses on the Individuals with Disabilities Education Act, Part B. The main sections of the guide provide information on: referral; transition at age 3, which includes transfer of responsibility from the Department of Public Welfare to the Department of Education; the multi-disciplinary evaluation team, such as required members; the multi-disciplinary evaluation, including required areas for evaluation; what makes an evaluation "appropriate," such as appropriate tests and testing environment; independent evaluations; re-evaluations; the comprehensive evaluation report, including required components; eligibility; the individualized education program (IEP) and its required components; services and personnel; placement; community childcare or preschool; other IEP requirements; conflict resolution, including complaints, mediation, conferences, and hearings; and transition to school-age programs. Three appendices provide a checklist of preparation steps for the IEP meeting, a list of suggested questions for parents to ask, and a glossary of abbreviations. (DB)

ED 434 442 EC 307 440

Ford, Donna Y.
Factors Affecting the Career Decision Making of Minority Teachers in Gifted Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Cummins, Jim
Reforzando a los Alumnos Diversos Culturalmente y Linguisticamente con Aprendizaje. Traduccion de ERIC EC Digest #E500. (Empowering Culturally and Linguistically Diverse Students with Learning Problems). Translation of ERIC EC Digest #E500.
PUB DATE- 99
NOTE- 4p.; Translated by Angela Hartmann, for English version see ED 333 622.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; Community Involvement; *Cultural Awareness; Cultural Differences; Elementary Secondary Education; Hispanic Americans; *Language Impairments; *Learning Problems; *Limited English Speaking; Minority Group Children; Multicultural Education; Spanish Speaking; *Student Empowerment; Student Participation; Teaching Methods

This digest describes ways in which professionals who work with students from culturally and linguistically diverse backgrounds can create an educational climate that accepts and respects the language and culture of its students and empowers them to feel confident enough to risk getting involved in the learning process. Methods of creating such an educational climate include: (1) incorporating minority students' language and culture into the school program; (2) encouraging minority community participation as an integral component of children's education; (3) allowing students to become active generators of their own knowledge; and (4) using an advocacy orientation in the assessment process. (CR)

ED 434 462 EC 307 460

Hawkins-Shepard, Charlotte
Retraso Mental. Traduccion de ERIC EC Digest #528. (Mental Retardation. Translation of ERIC EC Digest #528).
PUB DATE- 99
NOTE- 4p.; For English version, see ED 372 593.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Clinical Diagnosis; *Definitions; *Educational Needs; Elementary Secondary Education; Federal Legislation; Hispanic Americans; *Mental Retardation; Spanish Speaking; *Student Characteristics; Student Evaluation; *Symptoms (Individual Disorders)
IDENTIFIERS- *American Association on Mental Retardation; Individuals with Disabilities Education Act

This fact sheet presents basic information on mental retardation for Spanish-speaking educators and others. First, definitions from the Individuals with Disabilities Education Act (IDEA) and the American Association on Mental Retardation (AAMR) are presented. The fact sheet then analyzes how the new AAMR definitions differ from earlier ones, noting the new definition's emphasis on a pattern of limitations and on a multidimensional approach to assessment. The AAMR use of the term, "supports," is also explained, including the eight types of function that support can serve and the four levels of support intensity. Also cited are figures showing the number of children, aged 6-21, who were classified as having mental retardation and receiving services under IDEA. Additional also examined, as well as the pros and cons of both strategies. (GR)

ED 434 484 EF 005 457

White, Randy; Stoecklin, Vicki L.
Creating Outdoor Play & Learning Environments.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Childhood Education; Elementary Education; Participative Decision Making; *Play; Public Schools; Student Needs
IDENTIFIERS- *Learning Environments; *Playground Design

Why typical playgrounds are designed the way they are by adults is discussed, including what the ideal outdoor play/learning environment for children is and how the outdoor space should be considered as an extension of the classroom. The paper emphasizes the importance of nature to children, discusses the criteria playground designers should possess, and explains why it is essential for the design process to include input from children, teachers, parents, and maintenance staff. (GR)

ED 434 485 EF 005 479

Giljahn, Jack W.; Matheny, Thomas R.
A Guide for the Adaptive Use of Surplus Schools.
PUB DATE- 81
NOTE- 235p.; Photographs and colored pages may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Building Conversion; *Building Obsolescence; *Educational Facilities; Elementary Secondary Education; *Facility Guidelines; *Public Schools

This manual provides recommendations for school boards and communities concerning the leasing, selling, and marketing of school buildings. The reuse potential of each type of school building is investigated, and suggestions are made for successful conversions. Design considerations and the many aspects of acquiring and developing a school reuse project are discussed, including ownership, building codes, feasibility analysis, design guidelines, and financing. Finally, successful school reuse projects from across the country, along with designs developed by the authors, are cited to further demonstrate the great reuse potential which school buildings have. Appendices provide the Secretary of the Interior's Standards for Rehabilitation and selected funding sources. (Contains 40 references.) (GR)

ED 434 486 EF 005 485

Accommodation for the 16-19 Age Group: Four Colleges in 1980. Design Note 23.
PUB DATE- 80
NOTE- 44p.; For related document, see EF 005 468.
LANGUAGE- English

successful school devoted exclusively to enabling English-as-a-Second-Language students to develop the linguistic, cognitive, and cultural skills necessary for success in and beyond high school. The report describes the professional environments in which she works and has participated throughout her teaching career, and the specific ways she helps her students become highly literate language users. Focus is on the connections between professional influences, teaching approaches, and student achievement. The first section describes the structure, philosophy, and teaching methods of the International High School program. The second section reviews Marsha Slater's professional experience and team approach. Part three explores how English is experienced in her classroom through student groups, student talk, writing, reading, thinking, and assessment. The fourth part discusses significant elements in her classroom and the links between her professional life and classroom practice. Some instructional materials are appended. Contains 9 references. (MSE)

ED 434 509 FL 025 984

Hughes, Rebecca
Researchers and Teachers in ELT: United or Divided?
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (33rd, New York, NY, March 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); Foreign Countries; Higher Education; Instructional Materials; *Interprofessional Relationship; *Language Teachers; Material Development; *Researchers; Second Language Instruction

The review of research and literature discusses the relationship between academic research activity and the teaching of English as a second language (ESL). Attitudes toward the research/teaching relationship are examined, and criticisms over the past decade are summarized. A model is offered of the most common, top-down conception of the flow of information from researchers to teachers. The contexts and forums for discussion of research are explored from a teaching perspective, and it is suggested that they do not foster two-way communication between the community of teachers and that of researchers. Differences in focus of these two communities are further examined by looking at the central topics of journals in the ESL field as they have evolved over time. A more complex model for the flow of ideas between academe and the classroom is then presented, and it is suggested that one "weak link" in this connection, due to market pressures, is that between teachers and instructional materials developers. Finally, a more teacher-oriented model of research activity is outlined, one which does not call for teachers to become researchers in order to participate in the dialogue between the communities. Contains 15 references. (MSE)

ED 434 510 FL 025 985

Kubala, Patricia A.
Student Initiative and Risk: Applying My SIT Experience to an ESL Classroom.

of Bilingual Education," a study that re-analyzed existing data on bilingual education. Contents are indexed. Contains 13 references. (MSE)

ED 434 530 FL 026 009

Omoniyi, Tope
Bilingualism, Biliteracy, Classrooms and Identity Politics in Sub-Saharan Africa.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; *Bilingualism; Cultural Context; *Cultural Pluralism; Educational Environment; Elementary Secondary Education; Foreign Countries; Language Attitudes; Language Role; *Literacy; Minority Groups; *Politics of Education; Public Policy
IDENTIFIERS- *Africa (Sub Sahara); *Biliteracy

A discussion of bilingualism, biliteracy, and the educational context of Sub-Saharan Africa has three areas of focus. The first is the argument that the school environment is a complex one for bilingual education, biliteracy, and socialization generally in this multiethnic area, and that ideology and literacy issues feed language politics at several levels in the region. The second is that in spite of institutional efforts, only functionally limited bilingualism is available to many people, due to differences in public practice and private desires. In addition to external pressures such as flow of capital and popular culture, which have their preferred languages, issues such as minority status, language status, social attitudes, and cultural values are factors in the development of bilingual identity, and explain why biliteracy does not always accompany bilingualism. The third argument is for a program of school bilingualism geared toward creating a responsible citizenry rather than developing bilingualism as an end in itself. Contains 46 references. (MSE)

ED 434 531 FL 026 010

Gross, Anna-Alice Dazzi, Ed.; Mondada, Lorenza, Ed.
Les langues minoritaires en contexte; Minderheitensprachen im Kontext (Minority Languages in Context).
PUB DATE- 99
NOTE- 437p.; Vol./Bd 1: "Les langues minoritaires entre diversite et standardisation." Vol./Bd 2: "Les minorites en mouvement: mobilite et changement linguistique."
LANGUAGE- French; English; German; Italian
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Basque; Cultural Context; Elementary Secondary Education; English; Foreign Countries; Global Approach; Italian; Japanese; *Language Maintenance; *Language Minorities; Language Research; *Language Role; Linguistic Theory; *Multilingualism; Pidgins; Regional Dialects; School Role; *Uncommonly Taught Languages
IDENTIFIERS- Andorra; Asia; Occitan; Papiamento; Romansh; Switzerland; United Kingdom

Articles in Italian, English, French, and German address issues in minority languages and minority language groups. They include: "The Role of Italian in Some Changes in Walser Morphosyntax" (article in Italian); "Compensatory Linguistic

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Instruction; Educational Innovation; *Faculty Development; Foreign Countries; Higher Education; *Reflective Teaching; *Self Evaluation (Individuals); Teaching Methods; *Thinking Skills
IDENTIFIERS- United Kingdom

This book is intended to be a practical guide to the encouragement of reflection in teaching and learning within the context of the British higher education system. The book emphasizes the use of questions for focus; the use of examples to answer the questions; more generalized discussions based on the examples; the use of ordinary language whenever possible; and presentations of "second thoughts," or different views of the topic under discussion. Chapters are: (1) "Introduction"; (2) "What Is Meant in Education by 'Reflecting'?"; (3) "What Does Reflection Have To Offer in Education?"; (4) "Is There a Methodology You Can and Should Follow?"; (5) "What Can You Do to Encourage Students to Reflect?"; (6) "What Is Involved for Students in Analytical Reflection?"; (7) "What Is Involved in Evaluative Reflection?"; (8) "How Can You Adapt Ideas from My Teaching, for Yours?"; (9) "How Should You Get Started?"; (10) "How Can Such Innovations Be Evaluated?"; and (11) "Where Should You Read about Other Work in This Field?". (Contains approximately 125 references.) (DB)

ED 434 551 HE 032 258

Beer, Walter S.
Will the Internet Transform Higher Education?
PUB DATE- 98
NOTE- 20p.; Document downloaded from:
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Distance Education; *Educational Change; Educational Trends; Futures (of Society); Higher Education; *Internet; Models; Private Sector; School Business Relationship; Technological Advancement; Trend Analysis

This analysis of the Internet and higher education focuses on two distinct models: one which is attempting to create "better, faster, cheaper" versions of today's courses and curricula through on-campus information infrastructure, and the other which envisions the Internet as the agent to transform higher education into student-centered learning rather than institution- and faculty-centered instruction in campus-independent ways. The paper first describes a number of academic projects that use the Internet for both on-campus instruction and distance learning. It then examines ways in which private-sector firms are using the Internet for training and education, with special attention to the firms' plans to cooperate or compete with academic institutions. The paper then addresses issues raised by the Internet's expansion into higher education including instructional costs, student access, the relationship between the private sector and academia, and the impact of the Internet on education. The paper concludes that learning from the Internet is likely to complement rather than supplant on-campus traditional higher education. (Contains 64 references.) (DB)

ED 434 552 HE 032 270

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *High School Graduates; Higher Education; *Honors Curriculum; Outcomes of Education; State Programs; *State Universities; Student Attitudes; *Summer Programs
IDENTIFIERS- Kansas; *Kansas Regents Universities

This study examined the impact of the Kansas Regents Honors Academy on students who had completed the program since its inception in 1986. A total of 504 of the approximately 1,640 academically superior graduating high school students completed a survey questionnaire that focused on demographic data, college data (degrees, majors, grade point average, and scholarships), community and leisure activities, and honors program experiences. The majority of respondents indicated that the strongest aspect of the Academy was its ability to provide them with a college experience without having to actually enroll at a university. Social awareness and peer interaction were listed as the most valuable assets gained from the Academy experience. It was also found that 79.3 percent of the respondents remained in Kansas to attend one of the six universities participating in the Regents Academy or other Kansas institutions, and that 91.7 percent of respondents received scholarships to attend higher education institutions. At the baccalaureate level, the most popular major was biology, followed by social science, business, engineering, education, English, and math/computer science. Recommendations regarding the continuation of the Kansas Regents Honors Academy are included. A copy of the survey questionnaire is appended. (Contains 21 references and 18 tables.) (MDM)

ED 434 572 HE 032 350

The New Face of the University of California: Undergraduate Admissions in the Aftermath of SP-1. Hearing Transcript of the Senate Select Committee on Higher Education Admissions and Outreach and Senate Select Committee on Higher Education (May 5, 1998).
PUB DATE- 98
NOTE- 128p.; For background information , see HE 032 351.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrators; *Admission Criteria; *Affirmative Action; Asian Americans; Blacks; College Faculty; College Students; Educational Attitudes; Equal Education; Grade Point Average; Hearings; High Schools; Higher Education; Hispanic Americans; *Race; Racial Discrimination; *State Legislation; State Officials; State Regulation; *State Universities; Whites
IDENTIFIERS- African Americans; *Proposition 209 (California 1996); Scholastic Assessment Tests; *University of California

These proceedings present testimony from the California Senate Select Committee on Higher Education Admissions and Outreach and the California Senate Select Committee on Higher Education regarding undergraduate admissions at the University of California (UC) in the aftermath of Proposition 209 and California Board of Regents' Special Proposal 1 (SP-1), which eliminated the use of race as a basis for admissions. Four panels of witnesses focused on alternative solutions to increasing access to the university; the admissions process; student views of the admissions process; and access to college preparatory courses and outreach. The testimony noted the declining number of African Americans and Hispanics and the programs; and high school/secondary diplomas and certificate programs. Appendix A is a French language section on codes used exclusively in Canada; Appendix B lists program codes and titles deleted in the years 2000, 1990, and 1985. (CH)

ED 434 593 HE 032 371

Harrison, Linda; Gardner, Daniel
Summer Pre-College Programs for Students with Disabilities, 1999.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Bound Students; High Schools; Higher Education; *Summer Programs

This document lists summer pre-college programs for students with disabilities who are seeking to prepare for college and to enhance their college performance. The programs listed here do not require students to have been admitted to the college nor do they include programs required as a precondition of acceptance into the regular academic program. Programs, which are listed by state and by institution and include a brief description of the program, as well as program cost and contact information, are as follows: Arizona (Life Development Institute, Phoenix; Tucson Educational Services); Florida (College Living Experience, Davie; Florida A&M University, Tallahassee); Georgia (Brenau University, Gainesville); Iowa (St. Ambrose University, Davenport); Massachusetts (Boston University; Landmark School, Prides Crossing); Michigan (University of Michigan, Ann Arbor); New York (Adelphi University, Garden City; Iona College, New Rochelle; Lynn University, Old Forge; New York Institute of Technology, Central Islip; and Rochester Institute of Technology); Ohio (Muskingum College, New Concord); Vermont (Landmark College, Putney); Washington (University of Washington, Seattle); and West Virginia (Marshall University, Huntington). (CH)

ED 434 594 HE 032 372

Hubbard, Eleanor, Ed.
Best Practices in Institutional Planning for Diversity.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 98
NOTE- 33p.; This publication was developed from case studies prepared by the following individuals: Cheryl Allison and David West, Rogue Community College (Oregon); Patrice Caldwell, Everett Frost, and Margaret Willen, Eastern New Mexico University; Gary Golden, San Juan College (California); Betty Hecker and Charles Ruch, Boise State University (Idaho); Teter Kapen, Chemeketa Community College (Oregon); Robert Littlefield, North Dakota State University; and Linda Morris, University of Idaho.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Diversity (Institutional); Governance; Higher Education; Institutional Environment; *Institutional Mission; *Institutional Role; *Organizational

the State Department of Education, the Maryland Higher Education Commission, and the University System of Maryland, which has as its goal the redesign of teacher education; and (3) Ohio's K-16 "total system approach," which seeks to increase the number of high school graduates fully prepared for higher education. A final section of the report notes lessons and challenges involved in creating models for K-16 systems. (CH)

ED 434 612   HE 032 390

Russell, Alene Bycer
The Status of Statewide Student Transition Data Systems: A Survey of SHEEO Agencies.
PUB DATE- 99
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College School Cooperation; Data Collection; *Database Management Systems; *Databases; Education Work Relationship; Educational Policy; Elementary Secondary Education; Higher Education; National Surveys; Recordkeeping; *State Programs; Transfer Students; Transitional Programs

This monograph reports on a national survey of state higher education agencies concerning the current status of student transition data systems. The survey found that 48 states are currently addressing at least one of four student transition areas, with 42 states concerned with postsecondary education (PSE) to PSE transition, 33 states with K-12 to PSE, 21 states with PSE to work, and 4 states with work to PSE. Data systems used include unit record databases (most common), surveys, and aggregate/other data. Data issues most often identified as "significant problems" were: privacy and confidentiality (11 states), burden on data providers (9 states), and timeliness of data (8 states). Data systems were most often reported as adequate for support of policy development in the areas of "student progress/degree completion/time to degree" and "transfer and articulation." They were reported as least adequate to "workforce development/employer needs." Following an executive summary, individual sections of the report present findings and conclusions concerning: unit record data systems, surveys, data content of student transition data systems, data and policy issues, steps to be taken, and suggestions for ongoing study. Appendices include the survey instrument, state-by-state tables, and a list of survey respondents. (DB)

ED 434 613   HE 032 391

Shoemaker, Donna, Ed.
Research in Alumni Relations: Surveying Alumni To Improve Your Programs. Report on the Association for Institutional Research (AIR)/CASE Alumni Research Conference (District of Columbia, April 2-3, 1998).
PUB DATE- 99
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Alumni; Alumni Associations; *Graduate Surveys; Higher Education; *Institutional Research; Organizational Development; *Public Relations

This book presents summaries of 16 papers presented at a conference on increasing the amount and usefulness of research studies; (3) inviolable norms; (4) admonitory norms; (5) institutional type and norm espousal; (6) academic disciplines and norm espousal; (7) individual faculty characteristics and norm espousal; (8) social control of teaching misconduct; (9) prior formalized teaching prescriptions and proscriptions; and (10) implications for theory, research, policy, and practice. The survey and statistical analyses are appended. (Contains approximately 200 references.) (DB)

ED 434 633 HE 032 411

Zyniewicz, Matthew, Ed.; Aleshire, Daniel, Ed.
Fact Book on Theological Education for the Academic Year 1998-99.
PUB DATE- 99
NOTE- 129p.; For prior volume, see ED 421 058.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Church Related Colleges; College Faculty; Data Collection; Degrees (Academic); *Educational Finance; *Enrollment Trends; Ethnic Groups; Higher Education; Institutional Characteristics; Organizational Development; Private Education; Private Financial Support; Religious Organizations; Student Costs; Tables (Data); Teacher Salaries; *Theological Education; Trend Analysis
IDENTIFIERS- *Association of Theological Schools

This annual compilation of data is based on information received from the 237 member schools of the Association of Theological Schools in the United States and Canada. The membership consists of Protestant, Roman Catholic, and Orthodox theological schools, and includes independent, university-affiliated, and college-affiliated graduate schools. Extensive tables and figures provide data for the following areas: (1) institutional characteristics such as accreditation status, degrees by category, and distribution of students; (2) enrollment, including breakdowns by degree, race or ethnic group, and gender; (3) composition of faculty and compensation of personnel, including data by race/ethnicity, rank, and gender; (4) finances, including data on tuition and fees and expenditures per student; and (5) development, which includes data on donations and gifts. Appended is a list of denominational codes. (DB)

ED 434 634 HE 032 412

Spanning the Chasm: A Blueprint for Action. Academic & Corporate Collaboration: Key to Preparing Tomorrow's High-Performance Workforce.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; National Alliance of Business, Inc., Washington, DC.; Society of Manufacturing Engineers, Dearborn, MI.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; Case Studies; *Cooperative Programs; Curriculum Development; *Education Work Relationship; Higher Education; *School Business Relationship; Student Characteristics; *Student Educational Objectives; Theory Practice Relationship; Transitional Programs

This report presents ideas on the campus to workplace transition related information are provided in the following sections: Libraries, Library Systems and Networks in New York State; Library Funding and the Role of Federal Support; Information Access through Technology (Grants and Statewide Services); Information Empowerment through Special Services (Grants and Statewide Services); Evaluation; Administration; and Public Review and Comment. (AEF)

ED 434 655 IR 057 487

Library Services and Technology Act Plan for Wisconsin, 1997-2002.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Information; Financial Support; Grants; Libraries; *Library Funding; Library Networks; *Library Planning; Library Services; Objectives; Program Implementation; Program Improvement; Shared Resources and Services; State Programs; *Strategic Planning
IDENTIFIERS- *Library Services and Technology Act 1996; *Wisconsin

This document outlines the five-year Library Services and Technology Act (LSTA) plan for the state of Wisconsin. Following a profile of the libraries in Wisconsin, this plan describes several priorities and LSTA funded activities for each of the following goals: (1) to ensure that libraries and library systems utilize technology to improve services and facilitate access to materials and information resources from Wisconsin libraries and other sources for Wisconsin residents; (2) to ensure that all Wisconsin residents have convenient and timely access to all Wisconsin libraries and information services through interlibrary cooperation and resource sharing; and (3) to ensure access to library and information services for all residents of Wisconsin, including persons with limited functional literacy and information skills, those from diverse geographic, cultural and socioeconomic backgrounds, the underserved in urban and rural areas, adults and children living below the poverty line, and people with disabilities. Also described are procedures to carry out the activities; methodology that the state library administrative agency will use to evaluate the success of the activities in meeting the goals and priorities; the plan for expenditure of 4% allowed for State library agency administrative cost; procedures that will be used to involve libraries and library users throughout the state in policy decisions regarding implementation of the plan; and assurances.(AEF)

ED 434 656 IR 057 492

State Library of Iowa Five-Year Plan for the Use of Library Services and Technology Act (LSTA) Funds FY98-FY02.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Information; Financial Support; Grants; Libraries; *Library Funding; Library Networks; *Library Planning; Library Services; Objectives; Program Implementation; Program Improvement; Shared Resources and Services; State Programs; *Strategic Planning
IDENTIFIERS- *Iowa; *Library Services and Technology Act 1996

This document outlines the five-year Library Services and

Services; *Shared Library Resources
IDENTIFIERS- Information Infrastructure; Paradigm Shifts;
*Technological Change

This paper discusses changes in services, technology, and organization as libraries prepare to enter the "network-centric library world." Part 1 addresses the transition from the analog era to the digital age, and the convergence of libraries and education, including opportunities for library leadership in Internet access, digital literacy, and digital pedagogy. A technology vision for libraries in the digital age is presented in Part 2, covering the following topics: a vision for readers' access to information in all formats; the library automation industry in 1998; goals and objectives of library information strategies in the digital age; implications of interactive television for home access to the Internet, including "couch potato interfaces" that are easier to use than automated library systems; feasible goals for library technology, including graphical user interfaces, access to digital information resources, and connection to the Internet; a vision for public access to information in all formats from the library's point of view; and a vision from the user's point of view for use of information technology in the library. Part 3 describes the network-centric digital library world and library resource-sharing. Figures include a list of key technologies/services to be considered for libraries, information infrastructure diagrams, and an outline of possibilities for library resource-sharing. (Contains 6 figures and 2 tables.) (MES)

ED 434 674 IR 057 518

Ngwenyama, Ojelanki K.
People in a Technology Driven Future: On the Social Relations of New Information Technologies.
PUB DATE- 98
NOTE- 7p.; In: The Challenge To Be Relevant in the 21st Century: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Pretoria, South Africa, June 1-5, 1998), Volume 18; see IR 057 503.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Developing Nations; Futures (of Society); Global Approach; *Information Technology; Labor; *Science and Society; *Technological Literacy; *Telecommunications
IDENTIFIERS- *Access to Technology; Electronic Commerce; *Technology Role; Telecommuting

This keynote address examines the social relations of information technology in the future. Examples of the recent history of technology related to transportation, printing, and nuclear energy are presented. Some troubling examples of the social relations of new information technologies that are emerging on a global scale are then discussed, including inequality in access to the global telephone system and computers. It is argued that modern telephone and transportation systems are contributing to the demise of urban life and precipitating the emergence of exploitative international labor practices. Examples of the implications of teleworking and electronic marketing are offered. The importance of reaching out to the technologically illiterate and educating them about new these leaders. There are five orientation sub-scales of the MCLQ-II: intuition, influence, people, motivation and ethics. The survey respondents included 51 African-American and 41 Anglo-European vice-presidents and deans, as well as 146 followers/team members (38 African-American, 102 Anglo-European, and 6 of unknown ethnic background). Findings suggest that African-American and Anglo-European leaders have no significant differences in self-perception of leadership competency for four of the five sub-scales. For the fifth sub-scale, ethics, African-American leaders ranked their competencies significantly higher than their Anglo-European counterparts. Findings also suggest that followers/team members perceive no significant differences in transformational leadership competencies of African-American and Anglo-European leaders. Based on these findings, further research on ethnic differences in the ethics sub-scale is recommended. Appendices include the MCLQ-II, cover letters sent to participants, and a confidentiality statement. (Contains 26 tables and 60 references.) (RDG)

ED 434 694   JC 990 628

Paulien, Daniel K.; Thibodeau, Yvonne
Pima Community College Facilities Specification for a Library/Student Center Prototype. Final Report .
PUB DATE- 97
NOTE- 29p.; Figures will not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Campus Planning; Community Colleges; Construction Needs; Educational Facilities; *Facility Planning; *Flexible Facilities; *Library Planning; Program Implementation; *Space Utilization; Specifications; *Student Unions; Two Year Colleges
IDENTIFIERS- *Pima Community College AZ

This document is a description of a prototype Library/Student Center designed to serve approximately 10,000 students at a comprehensive campus. Prepared by the firm Paulien & Associates, Inc., of Denver, Colorado, this prototype will serve a design basis for facilities at all Pima Community College (PCC) campuses. The prototype will not be implemented exactly as described, but rather will be adapted for various-sized campuses. The Library/Student Center is designed to be a one-stop resource that provides student services, academic support, a student center and library services. Based on findings from the College Learning Services Project, this facility will provide more efficient delivery of services from formerly isolated administrative units. It will include extensive technological infrastructure designed to be flexible enough to meet future student needs. The space program divides the prototype into four elements: student services (12,000 square feet), library (23,000 square feet), academic support (17,500 square feet), and a student center (25,000 square feet). The various services and departments within each element are described, along with tables that outline space allotted to each service. Student services include offices such as admissions/registration, advising, a career/transfer center, cashier, and financial aid. Academic support includes computer resources, a learning center, testing offices and tutoring. The student center contains a bookstore, cafeteria, meeting rooms, lounge, and space for student organizations. (Contains 25 tables and 2 figures.) (RDG) participatory process involving faculty, staff, and students. Section 4 discusses the planning context for KCC, stating that there will be significant shifts and improvements in how instruction in liberal arts, health science fields, and technical programs are delivered. The college monitors three areas of its external environment on a continuous basis: demographics, economics, and technology. These external changes in turn generate internal changes in the college. Performance indicator graphs are also provided. Section 5 lists the college's four goals: (1) provide access, quality, and service; (2) champion diversity; (3) acquire and manage resources innovatively; and (4) contribute to the efforts of functioning as a system. Section 6 puts forth KCC's priorities and its intention to address them, organized by goal, program, academic support unit, and emphasis. Section 7 provides a description of the estimated resources required to implement this plan. (UWC)

ED 434 714   JC 990 650

Community College Transfer Performance at JMU.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Transfer Students; *Community colleges; Courses; Enrollment; Grades (Scholastic); Higher Education; *Performance; Prior Learning; *Two Year College Students
IDENTIFIERS- James Madison University VA; *Virginia Community College System

The purpose of this study was to analyze the academic performance of transfers from Virginia community colleges to James Madison University (JMU). In fall 1996, 231 students transferred to JMU from in-state community colleges. The major feeder community colleges were Northern Virginia, Blue Ridge, Lord Fairfax, and Piedmont Virginia. The average first-year GPA of transfers was approximately 2.70, compared to 3.00 for all JMU students. Eighty percent of transfers were on the President's List, the Dean's List or in Good Standing, compared with 91% of all JMU undergraduates. The most popular majors for transfer students were Psychology, History, Computer Information Systems, English, and Sociology. JMU participated in a Course-Based Model of Transfer Success (CBMTS) that compares transfer student and native student performance in courses requiring prerequisites. The disciplines with the highest transfer student GPAs were Elementary Education (3.75), Nutrition (3.57), and Early Childhood Education (3.40). Average GPA for transfer students was below 2.00 in several subjects: Accounting, Biology, Chemistry, Economics, English, Math, and Psychology. With the exception of Chemistry, transfer students majoring in these disciplines had an average GPA above 2.00. Transfer students had an average GPA of below 2.00 in 17 courses, many in disciplines that require a high degree of analytical skills. (RDG)

ED 434 715   JC 990 651

Connecticut Community-Technical Colleges Faculty Development and Review Plan (FDRP).
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English

designed to broaden student knowledge about careers and connect academic learning to the workplace. Developing basic, academic, and employability skills represents another major component of students' STW education that, when linked with career awareness, provides a strong foundation for a successful STW system. The main challenge for elementary school teachers teaching STW is to create an environment where students see the connection between school learning and the real world. Strategies for making this connection include the following: student-centered teaching, contextual teaching and learning experiences, and collaborative and cooperative learning opportunities. Integrating curriculum across subjects and establishing business-community partnerships are two of the most common practices for promoting STW connections at the elementary school level. These practices must be incorporated into a broader school vision for STW that includes the following: (1) carefully selected community partners; (2) curriculum aligned with the STW mission; (3) adequate financial resources; (4) linking of academics and careers; (5) professional development of staff; and (6) building on existing school strengths. Successful STW programs are described. (Contains 12 references) (MN)

ED 434 215 CE 079 161

Brown, Bettina Lankard
Training Practices for Small Businesses. Practice Application Brief No. 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Education Work Relationship; Educational Needs; *Educational Practices; Educational Trends; Job Training; Needs Assessment; *School Business Relationship; *Small Businesses; *Training Methods; Training Objectives; Trend Analysis; *Vocational Education
IDENTIFIERS- *Outsourcing

Although large companies are more apt to provide training than smaller companies are, size is becoming less of a predictor of training than complexity of the environment, degree of market competition, and internal makeup of the company. The increasingly technological nature of the workplace has prompted many small businesses to increase their spending on training. In most of the 6 million U.S. small businesses with fewer than 50 employees, training is usually offered in house on an informal and sometimes random basis. Forms of employer-provided training include the following: on-the-job training by mentors and co-workers; seminars and speakers; classroom instruction; one-on-one training; training partnerships with other businesses and suppliers; and vendor training provided by suppliers. Because many small companies lack technology specialists or time for technology specialists to train other employees, approximately one-third of all small businesses resort to outsourced training delivered by training companies or educational institutions. Trainers in small businesses face time, space, and staff restrictions because of limited funding for their efforts, as well as attitudinal obstacles. Small businesses can enhance employee training by adopting mentoring, coaching, and peer review practices. Innovative compensation

(C.S.) Foundation, Flint, MI.
PUB DATE- 99
NOTE- 106p.; Product of the ReWORKing Welfare Technical Assistance for States and Localities Project.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Disadvantaged; *Employment Programs; *Enrollment; Federal Legislation; Job Placement; Job Search Methods; *Job Training; Motivation; Outreach Programs; *Participation; Persistence; Program Costs; Program Effectiveness; State Programs; Unemployment; *Welfare Recipients
IDENTIFIERS- Personal Responsibility and Work Opp Recon Act; Welfare Reform; *Welfare to Work Programs

This guide highlights issues involved in increasing participation in welfare-to-work programs and offers advice and best practices for achieving higher participation levels. Part 1, "Introduction," has three sections that discuss the importance of participation, summarize major points, and introduce the guide. The seven sections of Part 2, "Setting the Stage," discuss the following: calculating welfare-to-work program participation; summarizing participation requirements of the 1996 welfare law; presenting barriers to high participation rates; reviewing welfare reform approaches and their effects on participation; examining the relationship between participation and program effectiveness and between sanctioning and participation; and discussing how increasing participation affects program costs. Part 3, "Getting People in the Door," discusses typical orientation attendance rates and reasons people do not attend and then describes strategies to improve program outreach, as well as intake and follow-up. Five sections in Part 4, "Keeping People In," discuss the effect on participation of case management practices and offer guidance on monitoring participation and enforcing the participation mandate, motivating participants, reducing periods of inactivity, and meeting support service needs. Part 5, "Reaching Deeper into the Caseload," has three sections that describe the hard-to-serve and how to identify them, strategies for increasing participation among them, and program approaches to elicit participation from them. Provisions of the 1996 federal welfare law are appended. Contains 55 references. (YLB)

ED 434 234 CE 079 229

Mawer, Giselle; Fletcher, Lee; McCall, Julia; O'Grady, Catherine; Ong, Bee Jong
Language and Literacy in Workplace Education: Learning at Work. Language in Social Life Series.
PUB DATE- 99
NOTE- 304p.; Published by Addison Wesley Longman, Ltd.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Learning; Basic Skills; *Communication Skills; Competency Based Education; Curriculum Development; Educational Improvement; Evaluation Methods; Foreign Countries; Government School Relationship; *Holistic Approach; Integrated Curriculum; Job Skills; *Job Training; Labor Force Development; *Literacy Education; Needs Assessment; Partnerships in Education; Standards; Vocational Education; *Workplace Literacy

Resident Involvement in Community Change: The Experiences of Two Initiatives.

PUB DATE- 99

NOTE- 33p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; Change Strategies; *Citizen Participation; *Citizen Role; *Community Change; Community Development; *Community Problems; Demonstration Programs; Neighborhood Improvement; Program Development; Resource Allocation

This paper looks systematically at the experiences of two demonstration projects, Plain Talk and Community Change for Youth Development (CCYD), and discusses their attempts to implement resident involvement strategies. Chapter 1 is an introduction. Chapter 2 provides a brief overview of the two demonstration projects that indicates all sites in both projects experienced similar developmental phases in relation to resident involvement as they moved from planning to start-up to fuller implementation, although the projects differ in their goals and scope. Chapter 3 examines the following: the roles residents played during the planning phase and their relationships with site staff; how and why these roles and relationships changed and became a great deal more challenging and uncertain during initial program implementation; the strategies that sites used to overcome these challenges; and the range of roles that residents adopted as implementation progressed. The last chapter offers lessons from the Plain Talk and CCYD experiences and explores implications of these lessons for practitioners, program designers, and policymakers. (YLB)

ED 434 253 CE 079 290

Boughton, Bob

Alternative VET Pathways to Indigenous Development. Review of Research.

PUB DATE- 98

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Access to Education; Adult Education; Community Education; Community Organizations; *Economic Development; Educational History; Educational Needs; *Educational Policy; Educational Research; Equal Education; Foreign Countries; Human Capital; *Indigenous Populations; Influences; Literature Reviews; Models; Needs Assessment; *Nontraditional Education; Policy Formation; Position Papers; Poverty; Research Utilization; Role of Education; Secondary Education; *Social Development; Trend Analysis; *Vocational Education; Youth

IDENTIFIERS- *Australia

Recent research and policy documents on indigenous Australians' development needs and aspirations were reviewed to determine their impact on current developments in vocational education and training (VET) research and policy. Special attention was paid to the work of indigenous community-controlled organizations in areas such the following: land; health; housing; employment; economic development; community development; cultural maintenance and revival; law and justice; and local, community, and regional self-government and self-determination. Among the review's main conclusions were the following: (1) current policy settings and research on the educational needs of indigenous Australians have been overly experiences enable students to learn needed job skills, "generic" skills, and work-related dispositions within the context of specific work cultures. The case studies demonstrated how skills become multi-dimensional when learned within the context of actual work and how contextualized learning promotes the ability to use information drawn from a range of academic disciplines to perform tasks and solve unique problems. Research has established the essential components for framing high school courses and/or programs around authentic tasks and apprenticeship methods and around teaching the following: complex reasoning skills, work-related attitudes, cooperative skills, job-specific knowledge, and academic knowledge. Contextualized learning requires that teachers do the following: become master practitioners among student apprentices; gain exposure to the world of work; and adapt their teaching to support authentic learning. (MN)

ED 434 271   CE 079 326

Forman, Susan L.; Steen, Lynn Arthur
Beyond Eighth Grade: Functional Mathematics for Life and Work.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Active Learning; Curriculum Development; Equal Education; High Schools; *Mathematical Applications; *Mathematics Curriculum; *Mathematics Instruction; Mathematics Skills; Vocational Education
IDENTIFIERS- *Job Related Mathematics

A 3-year high school program based on functional mathematics (FM) benefits all students, regardless of career goals, by providing a strong background for students entering the workforce and for those moving directly into postsecondary education. A high school curriculum that helps all students master FM would effectively address issues of both equity and competitiveness. All students would have equal opportunity to master the mathematics required for the new world of work. To achieve its goal of preparing students both for work and for further education, FM respects the many parts of the traditional curriculum that are broadly useful, while including topics such as spreadsheets, data analysis, and statistical quality control that are hardly ever part of high school mathematics. In FM, utility is center stage. The elements of FM can be embedded in many different curricula, but any mathematics curriculum designed on functional grounds emphasizes authentic applications from everyday life and work. It requires appropriate content, authentic contexts, engaging tasks, and active learning. FM provides a rich foundation of experience and examples on which students can build subsequent abstractions and generalizations. It addresses many needs that are otherwise often neglected, including the technical and problem-solving needs of the contemporary workforce or the modern demands of active citizenship. (Appendixes contain the elements of FM. Contains 51 references.) (YLB)

ED 434 272   CE 079 328

Matias, Zipura B.; Maddy-Bernstein, Carolyn; Harkin, Gisela of authenticity as a construct for understanding student perceptions of the factors motivating their curricular and career choices. (Includes 1 table and 27 references.) (JDM)

ED 434 292 CG 029 499

Rios, Hector M.; Klanderman, John W.; Booth, William; Moreno, Isabella; Wiley, Mary
Using Collaborative Planing To Enhance Instruction for All Students.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Convention of the National Association of School Psychologists (31st, Las Vegas, Nevada, April 6-10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Behavior Modification; Case Studies; *Consultants; *Cooperation; Counseling Services; *Counselor Role; Counselor Training; Curriculum; Elementary Secondary Education; Graduate Students; Groups; Higher Education; Intervention; Juvenile Justice; Partnerships in Education; *School Psychologists; Teacher Role

This paper describes the process and procedures that three Rowan graduate students of school psychology, in collaboration with two faculty members, utilize to plan and deliver school psychology services. Overall, the cases show how school psychologists can influence the academic achievement of not only an individual child but also a whole class, as well as a whole system. Two cases illustrate the benefits of collaborative consultation while another describes the need to look at systematic variables (e.g., curriculum) and their impact on individual learners. The idea that psychologists need to act as consultants to schools as systems has gained much momentum within the past 10 years. The NASP position statement on advocacy for appropriate educational services for all children and the subsequent publications, "Alternative Educational Delivery Systems: Enhancing Instructional Options for All Students" and "Best Practices in School Psychology III," provide the philosophical and theoretical bases for an expanded role for school psychologists. New roles require that school psychologists provide expertise as appropriate to the various school-based services and programs. Changes in roles and behavior call for new ways of communicating information, planning, and decision making. As a consultant, the school psychologist is a resource within the natural learning environment, using curriculum-based educational and instructional methodologies to collaboratively identify problems and devise solutions. These cases indicate this approach is beneficial because it provides help at the pre-referral stage, thus possibly preventing identifying children as disabled; it provides services for more students; and it makes full use of the professional capabilities of the educators involved, producing a multiplicative rather than an additive effect. (Author/MKA)

ED 434 293 CG 029 502

Bezanson, Lynn; Robb, Mernie
Policy and Accountability Framework for Career Development Programs and Service Delivery in the Northwest Territories for

partnerships, "How to Spend $50,000," a 94-item "Partnerships' Bibliography," 10 tables listing contact information for the America Reads Partnerships, and a list of 10 regional educational laboratories.) (SC)

ED 434 313   CS 013 692

Hancock, Joelie, Ed.
The Explicit Teaching of Reading.
PUB DATE- 99
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Foreign Countries; Inservice Teacher Education; *Instructional Improvement; *Metacognition; Program Effectiveness; *Reading Instruction; *Self Evaluation (Individuals); Workshops
IDENTIFIERS- *Explicit Instruction

Exploring the explicit teaching of reading, this book is the result of a group of Australian teachers who took a closer look at their teaching so that they could be clearer to their kindergarten through middle-school students. Chapter 1 is based on a presentation at a Saturday inservice program on explicit teaching. Chapters 2-9 were written by teacher-researchers who give an account of the significant insights gained in their teaching experience; they each examine a different aspect of the reading program on explicit teaching. The chapters describe these different aspects. They include: (1) An Introduction to the Explicit Teaching of Reading (Lyn Wilkinson); (2) "It's Just a Different Answer": Exploring Point of View (Judy Smith); (3) Not Just Onions! Exploring Layers of Meaning in Texts (Lynda Matthews); (4) Building on Cultural Capital: Linking Home and School Literacies with Popular Texts (Lyn Shepherd); (5) Explicit Processes and Strategies Using Literature Circles (Sally Ahang); (6) What's Happening in Your Reading Program? (Kerry Gehling); (7) The Aim Is Metacognition: For Teachers as Well as Students (Meredith Edwards); (8) Explicitly Teaching the Reading of Nonfiction Texts (Jay Marshall); and (9) But What Do We Make Explicit? (Betty Weeks). (Contains an afterword by Hancock Reflections on a Teacher Research Group: A Leap Forward , references at the end of each chapter, and an index.) (SC)

ED 434 314   CS 013 694

Opening the Door: What Families & Teachers Can Do to Help Every Child Become a Reader.
SPONS. AGENCY- Department of Education, Washington, DC.; Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Developmental Stages; Elementary

seasonal journal (fall, back to school, winter, holiday thoughts, etc.), thoughts and feelings about family and friends, and "girl stuff." (Contains brief descriptions of 9 books, magazines, and Web sites, and an index.) (SC)

ED 434 337 CS 216 848

Bracher, Mark
The Writing Cure: Psychoanalysis, Composition, and the Aims of Education.
PUB DATE- 99
NOTE- 230p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Objectives; Educational Psychology; Higher Education; *Psychiatry; Rhetoric; Student Development; *Writing Instruction; *Writing Processes
IDENTIFIERS- Lacan (Jacques); Personal Writing; *Writing Therapy

Asserting that psychoanalysis and writing instruction have much to offer each other, this book examines the intersection between these two fields and proposes pedagogical uses of psychoanalytic technique for writing instruction. Articulating an approach based on the work of Jacques Lacan, the book shows how a psychoanalytic perspective can offer useful insights into the nature of the writing process, the sources of writing problems, and the dynamics of writing instruction. According to the book, psychoanalysis reveals that the writing process is profoundly affected by factors that current theories have largely neglected--forces such as enjoyment, desire, fantasy, and anxiety, which are often unconscious. The book further reveals that the conflict between these forces and the ego and its defenses are at the root of many writing problems. It also offers strategies that writing teachers can use to help students reduce their psychological conflicts and improve their writing while also benefiting personally. The book contends that empirical studies and personal testimonies have demonstrated the psychological (and even the physical) benefits of writing about personal conflict in an academic setting. It suggests that a psychoanalytic writing pedagogy offers the opportunity to undermine the psychological roots of many social problems, including intolerance and various forms of self-destructive behavior. (NKA)

ED 434 338 CS 216 891

Ediger, Marlow
Providing Leadership in the Language Arts and the Psychology of Learning.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Psychology; Elementary Education; *Language Arts; Leadership; *Principals; Student Needs; *Teacher Role
IDENTIFIERS- Bruner (Jerome S); Curriculum Emphases; Piaget (Jean)

This paper contends that, if pupils are to achieve as optimally lists of annotated resources, the book presents teachers with what they need to become an informed, confident professional, sensitive to students' needs and interests. It is grounded in the belief that the connections, interactions, reflections, and new thinking that evolve from rich dialogue define what teachers know. Chapters in the book are: (1) Teacher as Professional; (2) A Comprehensive Literacy Program; (3) The Literature Program; (4) Teaching Children to Read; (5) Literature Conversations; (6) Quality Writing: Principles, Problems, and Goals; (7) Journal Writing; (8) Organizing for Writing: Procedures, Processes, and Perspectives; (9) Writing in Multiple Genres; (10) Spelling and Word Study in the Reading-Writing Classroom; (11) Reading Nonfiction; (12) Curriculum Inquiry: Developing a Questioning Stance toward Learning; (13) Critical Resources for Curriculum Inquiry: Librarians, School Libraries, and Technology; (14) Developing Collaborative Communities: Creation, Organization, and Sustenance; and (15) Evaluation as Part of Teaching. Attached are "The Blue Pages: Resources for Teachers," a 240-page collection of: annotations of professional resources, journals, newsletters, periodicals, and videos; annotations of recommended literature by grade level (K-8); and reprints of materials on communicating with parents, comprehensive literacy programs, position statements, reading, literature conversations, writing, spelling, curriculum inquiry, and common tools for evaluation. (RS)

ED 434 359   CS 510 110

Dyer, Carolyn Stewart, Ed.; Uenzke, Debra, Comp.
The Iowa Guide: Scholarly Journals in Mass Communication and Related Fields. Eighth Edition.
PUB DATE- 99
NOTE- 231p.; Cover title varies.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Faculty Publishing; Higher Education; Journal Articles; *Journalism; *Mass Media; *Scholarly Journals; Scholarship; *Speech Communication; *Writing for Publication
IDENTIFIERS- Manuscript Submission Procedures; Professional Writing; *Scholarly Writing

In the eighth edition of this directory, scholars can find appropriate journals in which to publish their work and learn how to prepare manuscripts for publication. The directory catalogs the manuscript requirements and review processes of 178 English-language journals published in the United States and countries spanning the globe from South Africa to Japan and Sweden to Australia. Some of the journals in the directory focus on journalism, mass communication, or speech communication as their primary concerns; others have addressed some aspect of communication in the context of another discipline such as law or sociology. The goal of the directory is to list all the journals most mass communication scholars would consider the principle forums for scholarship in the field and to list as many others as possible that represent the eclectic or interdisciplinary nature of the study of communication. (NKA)

ED 434 360   CS 510 112

Ratliff, Gerald Lee
Performing Memorable Monologues.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the National

references.) (RJM)

ED 434 382   EA 030 042

Wisconsin Charter Schools, 1998. Bulletin No. 99069.
PUB DATE- 98
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Charter Schools; *Educational Assessment; Educational Improvement; Elementary Secondary Education; Program Descriptions; State Surveys; Summative Evaluation
IDENTIFIERS- *Wisconsin

This document presents the most current and complete information about charter schools in Wisconsin. It describes the purpose of charter schools in the state and how they are constructed to achieve their goals. It discusses charter-school history, sponsorship, legal status, what charter schools can and cannot do, organization and governance, teaching requirements, funding, and accountability. The publication examines all 34 charter schools in Wisconsin. Each profile features the name and address of the school, the school district, and the district administrator. Tables of enrollment data are featured for 17 of the schools, all of which opened prior to 1998. The tables compare the charter school to its school district and include information on the 1997-98 student population, grades and total enrollment, and gender and race of students. Tables also provide numbers of students who are at-risk, learning disabled, emotionally disturbed, physically handicapped, and receiving free or reduced-price lunch. The overviews examine issues of technology, work experience, personal and social development, employability, basic philosophies, academics, advisory services, core knowledge, and team teaching. Comparative information on charter schools offers insights on curriculum/instruction programs, populations and locations, schedules, and administrative information. Four appendices give further information on charter-school law and other matters. (RJM)

ED 434 383   EA 030 044

Kelley, Carolyn; Smithmier, Angela
Aligning Organizational Features and School Reform: An Examination of Two Recent Reforms.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.
PUB DATE- 98
NOTE- 35p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (St. Louis, MO, October 29-31, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Educational Change; Educational Improvement; Elementary Secondary Education; *Governance; Institutional Characteristics; School Administration; School Culture; School Organization; Success
IDENTIFIERS- Kentucky

This paper focuses on school-level differences and their "signature programs" that each lab has developed that have made a difference in education. It also provides examples of recent, high-quality materials selected from the many publications and products available from each lab and offers a preview of each lab's Web site. The labs that are featured include the Northeast and Islands Laboratory at Brown University; the Mid-Atlantic Laboratory for Student Success; the Appalachia Educational Laboratory; the Southeastern Regional Vision for Education; the North Central Regional Educational Laboratory; the Southwest Educational Development Laboratory; the Mid-continent Regional Education Laboratory; the WestEd Laboratory; the Northwest Regional Educational Laboratory; and the Pacific Resources for Education and Learning Laboratory. There is also contact information both for the laboratories and for program officers of the Office of Educational Research and Improvement. (RJM)

ED 434 403 EA 030 065

Assessing Excellence: A Guide for Studying the Middle Level School.
PUB DATE- 97
NOTE- 62p.; For the first two books in the series, see ED 263 679 and ED 292 209.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Administration; *Educational Assessment; Evaluation Methods; *Formative Evaluation; *Middle Schools; Models; Program Evaluation

This volume is the third in a projected six-volume series called "Agenda for Excellence at the Mid-Level." It describes a process that school administrators can use to conceptualize, plan, execute, and utilize the results of a school assessment, allowing them to take a snapshot of their school. It outlines a set of alternative procedures to be used to assess the middle-level school so that judgments can be made about the way the school is operating and whether it is achieving desired outcomes. The text proposes a process not only for conducting the assessment, but for making judgments about the findings and turning those judgments into action plans. The process itself is designed to make use of existing, internal resources and does not require, or even recommend, the use of external systems or consultants. It outlines the purposes of evaluation and describes an evaluation model, providing an example of that model. It looks at prepared evaluation systems and provides insights on data analysis and interpretation. It shows how to make use of questions and analytical frameworks and how to deal with unanticipated findings. It also discusses recommendations to make following the evaluation, notes on disseminating the results, and pitfalls to avoid. (RJM)

ED 434 404 EA 030 067

Bascia, Nina
The Other Side of the Equation: Professional Development and the Organizational Capacity of Teacher Unions.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).

(1) School-to-Work Opportunities Act of 1994; (2) Individuals with Disabilities Education Act (IDEA) as amended in 1997; (3) Carl D. Perkins Vocational and Technical Education Act of 1998; (4) Section 504 of the Rehabilitation Act of 1973; and (5) Americans with Disabilities Act of 1990. The eight chapters address the following topics: (1) an overview of the five key federal laws; (2) the meaning of "quality" in the provision of comprehensive school-to-work systems; (3) equity in quality systems (equity in program development, equity in entrance criteria, and linkage with IDEA); (4) the principle of equity in program development applied to a case study showing legal, policy, and practice implications; (5) the principle of equity in entrance criteria applied to a case study; (6) the principle of equity in entrance in relation to ensuring the participation of youth with disabilities in work-based learning opportunities; (7) method for linking with IDEA for quality and equity; and (8) quality evaluation of school-to-work systems including data collection, monitoring, and evaluation. (Individual chapters contain references.) (DB)

ED 434 423 EC 307 421

Thurlow, Martha; Vandercook, Terri; Kraljic, Mary McDevitt; Medwetz, Laura; Nelson, Marilyn; Sauer, John; Walz, Lynn
District Partnership Approach to Inclusion: A Qualitative Evaluation of Impact.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; Cooperative Programs; *Disabilities; Educational Change; Elementary Secondary Education; Evaluation Methods; Family Involvement; *Inclusive Schools; Inservice Teacher Education; Mainstreaming; *Program Evaluation; *Qualitative Research; Regular and Special Education Relationship; *School Districts; Surveys
IDENTIFIERS- *Minnesota

This monograph reports on a qualitative evaluation of the Together We're Better (TWB) program, an effort in Minnesota to develop an inclusive, positive, supportive educational system. The TWB project focused on: (1) general education/special education collaboration within the state department of education; (2) district partnerships; (3) personnel preparation/development; (4) staff development training; and (5) family leadership. The qualitative evaluation examined the impact of the program in four school district partners using project processing notes, direct impact data, and survey results. Evaluation focused on awareness, climate, skills, practice, and policy. Specific impacts in each of these areas were found, including: initial focus on the mechanics of change and gradual expansion to the community (for awareness); decreased compartmentalization and increased acceptance and positiveness (for climate); systems change skills attained by team members and classroom level skills (for skills); school and classroom organization and family and community involvement (for practice); and incorporation of collaborative planning time into the school day (for policy). Among eight appendices are the proposal rating form, one school district's statement of values and vision, sample process notes, survey results, and results of a student focus group. (Contains 19 references.) (DB)

ED 434 424 EC 307 422

DESCRIPTORS- Administrator Role; *Decision Making; Educational Environment; Elementary Secondary Education; *Environmental Influences; *Gifted; *Minority Group Teachers; *Social Influences; Special Education; Special Needs Students; *Teacher Attitudes; Teaching (Occupation)

This report discusses factors affecting the decisions of minority groups to become teachers in gifted education. Forty-four minority teachers participated in this study. While 42 percent of the teachers reported that they currently work with gifted students, few shared their reasons. More teachers discussed why they had not become teachers of gifted students. Two themes related to social reasons and two related to personal reasons. Social reasons related to lack of administrative support and lack of gifted education programs. Personal reasons related to lack of interest and their teaching philosophy (i.e., the belief that all children are gifted). Likewise, the minority teachers identified social and personal reasons for becoming teachers of gifted students. Some teachers also shared how their experiences with special education students influenced their vocational choice. For instance, several teachers shared concerns regarding negative experiences in special education, as well as experience in working with gifted students with special needs. Social or external reasons for becoming teachers of gifted students included support and encouragement from colleagues and administration. Personal reasons included an interest in gifted students, primarily from curiosity, and a determination to demonstrate that minority teachers can be competent gifted education teachers. (Contains 38 references.) (CR)

ED 434 443   EC 307 441

Scott, Sally S.; Wells, Shirley; Hanebrink, Sandy; Hartmann, Kimberly
Educating College Students with Disabilities: What Academic & Fieldwork Educators Need To Know.
PUB DATE- 97
NOTE- 94p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Access to Education; *Assistive Devices (for Disabled); College Environment; College Faculty; *College Students; *Disabilities; Educational Legislation; Faculty Handbooks; *Federal Legislation; Higher Education; Occupational Therapists; Occupational Therapy; School Responsibility; Staff Role; Student Empowerment; Student Personnel Services; *Student Rights
IDENTIFIERS- *Academic Accommodations (Disabilities); Americans with Disabilities Act 1990; Testing Accommodations (Disabilities)

This book is designed to provide occupational therapist and occupational therapists and assistant educators with information on the rights of higher education students with disabilities and the rights of the occupational therapy profession to uphold its standards. Chapter 1, "Legal Foundations," provides an overview of federal law, implementing regulations, and student and faculty rights and responsibilities. Chapter 2, "Investigating Existing Institutional Resources and Establishing Linkages," discusses required campus access services, campus support structures, information is provided on typical characteristics of children with mental retardation, educational implications (such as use of more hands-on instructional materials with these children and short but frequent learning sessions). The fact sheet also lists 10 suggested additional readings, nine organizational resources, and three periodicals. (CR)

ED 434 463 EC 307 461

Guenther, Alex
Lo Que los Padres y los Maestros Deberian Saber sobre la...Aceleraction (What Parents and Teachers Should Know about Academic Acceleration).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 6p.; Translated by Valentina I. Kloosterman, for English version see ED 421 851.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Translations (170)
DESCRIPTORS- *Academically Gifted; *Acceleration (Education); Advanced Courses; *Advanced Placement; *Early Admission; Educational Strategies; Elementary Secondary Education; Flexible Progression; *Gifted; Higher Education; Hispanic Americans; Spanish Speaking

Designed for Spanish-speaking educators and parents, this pamphlet discusses academic acceleration for gifted children. Major types of academic acceleration and their benefits are described. These include: (1) early admission to kindergarten that saves parents of gifted children the expenses of a year of preschool, allows children to be accelerated without the disruption of social life and curriculum that later grade skipping might cause, and provides bright students with intellectual stimulation; (2) primary school advancement that allows gifted children to skip grades; (3) secondary school acceleration that includes fast-paced classes, continuous progress curricula, independent study, part-time college course work, special classes or schools for high-ability youth, and advanced placement classes; and (4) early college entrance that allows students to enter college as early as age 10 or 11 and increases the likelihood that they will pursue graduate studies. Well-known programs that attempt to create a positive environment for very young college students are listed. (CR)

ED 434 464 EC 307 462

Santana, Altagracia A.; Bottino, Patti M.
Comprehensive Early Stimulation Program for Infants. Instruction Manual and Early Interventionist's Workbook and Parent/Caregiver Workbook. William Beaumont Hospital Speech and Language Pathology Series.
PUB DATE- 98
NOTE- 157p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Development; Curriculum; Developmental

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Planning; Foreign Countries; *High School Graduates; Postsecondary Education; *School Expansion; *Space Utilization; Vocational Education
IDENTIFIERS- England

Four English sixth form or tertiary colleges were visited in 1980 to determine the accommodation requirements of 16-19 year olds who are continuing their education at either of these types of institutions. This paper describes each college, summarizes the range of courses offered and the way the colleges were organized, and the range of teaching and non-teaching accommodations available to the colleges and how this met their requirements. Among the main conclusions was that non-teaching accommodations are not always adequately provided for, particularly at institutions re-using existing premises. Also, teaching accommodation can be significantly increased by specific organizational changes. Finally, it was predicted that by 1984, the 16-19 year-old population would start to decline following its peak in the 1981-82 academic year. Such decline of demand should allow scope both for rectifying deficiencies in non-teaching accommodation, and for the disposal of substandard or temporary teaching accommodation. Capital expenditure planning should strike a balance between short and longer term demand expectations. An appendix provides floor plans for two of the colleges. (GR)

ED 434 487 EF 005 490

The Shared Use of Public Space: Summary of a National Survey. Community Education Proven Practices II Series.
SPONS. AGENCY- Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
PUB DATE- 82
NOTE- 66p.; For a related document, see EF 005 487.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; National Surveys; *Organizations (Groups); *Public Facilities; Questionnaires; School Space; *Shared Resources and Services
IDENTIFIERS- *Ohio

A national survey sought to assess the involvement of selected national educational associations with the issue of shared use of public space, and explore the possibility of commitments for future cooperation by the selected national organizations on this issue. This paper presents the background of the survey, examines the questionnaire used listing each of the 24 questions and the responses received, and offers conclusions and recommendations. The questions cover the association's involvement in interassociation/cooperative programs, association involvement with the concept of shared use of public space, leadership activities, and association follow-through. The paper's final section contains an extensive list of reference materials and resource information that have addressed the following four topic areas associated with the survey: shared space and joint occupancy; interagency

PUB DATE- 99
NOTE- 96p.; Paper submitted in partial fulfillment of the requirements for the Master of Arts in Teaching Degree at the School for International Training, Brattleboro, Vermont.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Community Colleges; *English (Second Language); *Grouping (Instructional Purposes); Higher Education; *Instructional Design; Instructional Materials; Introductory Courses; Personal Narratives; Practicums; Refugees; Second Language Instruction; *Transfer of Training
IDENTIFIERS- School for International Training VT

A community college teacher of English as a Second Language (ESL) describes her personal experience in transferring teaching techniques learned at the School for International Training (SIT) (Vermont) to her own refugee ESL classes during the required interim year teaching practicum. An introductory chapter gives background information on the author's reasons for attending SIT and the factors that created a learning environment there. The second chapter gives an overview of the home teaching situation. Chapter three examines the benefits of community in creating a learning environment where students are willing to show initiative and take risks, and touches on the benefits of student-generated materials to build community. Chapter four looks at how to encourage initiative and engagement through student input and how to ensure that the class meets their needs. The fifth chapter explores the importance of a classroom atmosphere where students are secure with the materials and feel successful every day, and discusses appropriate classroom techniques. In chapter six, a thematic unit integrating these factors is presented. The final chapter summarizes the teacher's experience. Appendices include student-generated materials, a student survey, and examples for classroom exercises. (MSE)

ED 434 511 FL 025 986

de Cos, Patricia L.
Educating California's Immigrant Children: An Overview of Bilingual Education.
PUB DATE- 99
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; *Educational Policy; Elementary Secondary Education; *English (Second Language); *Immigrants; Language Role; Limited English Speaking; Policy Formation; *Public Policy; Public Schools; Second Language Instruction; State Legislation; *Statewide Planning
IDENTIFIERS- *Proposition 227 (California 1998)

The paper examines California's Proposition 227, a voter-imposed statutory amendment that substantially altered the method by which non-English-speaking children learn English in California's public schools, looking at the forces behind the legislation and the challenges to its implementation. The context for bilingual education in California is explored by examining the state's diverse demography, language laws and policies for learning English, testing programs and recent legislative proposals affecting English language learners. Further background information on the design and outcomes of

Strategies in the Gradual Death Process of a Minority Language: Evidence from Some Dying Dialects of Basque"; "Cornish Lexicography in the Twentieth Century: Standardisation and Divergence"; "The Standardisation of Papiamentu: New Trends, Problems and Perspectives"; "Standardisation of Transnational Minority Languages in Asia: Lisu and Lahu"; "Grisons Romansch: Planning for Standardisation" (article in French); "Language Planning Project-SPELL" (article in German); "Language Standardization Seen from Minority and Majority Perspectives: Japanese Examples" (article in German); "The Occitan Language in the Aran Valley"; "Multilingual Communication from the Perspective of an Uncommon Language: Sorbian in Everyday Life in Lausitz" (article in German); "Literary Reactions to the Pressure of Purist Norms" (article in German); "'Linguistic Minority,' A Basic Conception of Swiss Language Politics" (article in German); "Where Does the Notion of Minority Language Begin and End? From Dialect Families to 'Neo-languages'" (article in French); "Language Awareness Activities and Introduction to Languages at School: How to Take Minority Languages into Account" (article in French); "Bilingualism or Bilingual Support? Ethnic Minority Bilingual Children in English Primary Schools"; "On the Efficiency of Immersion Classes in the Federal Romansch Schools in Switzerland: An Empirical Study" (article in German); "A Step Toward Questioning the Linguistic Statute of Our Community" (article in French); "Reactions to the Implementation of Projects with Bilingual Classes Beginning at Kindergarten and Elementary School Levels" (article in German); "Metalinguistic Reflection in a Minority Language: The Case of Creole for Reunion Island Children in France" (article in French); "The Speech Therapy Session as a Meeting Place for Majority and Minority Languages" (article in French); "Minority Languages: A View from Research on 'Language Crossing'"; "What Room for Freedom in the Linguistic Choices of the Portuguese Minority in Andorra?" (article in French); "Language Adoption: The Influence of Minority Languages on the Majority, or: Which Competencies in the Minority Languages Do Majority Speakers Have?" (article in German); "Taking the Floor: The Globalization and the Transformation of Identity-Related Discourse in a Linguistic Minority" (article in French); "Management of the Asymmetries and Effects of Minorisation in Multilingual Scientific Discussions" (article in French); "The Future of English in Switzerland: A Majority/Minority Problem?"; and "Europanto: About a So-Called European Pidgin" (article in French). (MSE/JLR/DMK)

ED 434 532   FL 026 011

Rhodes, Nancy C.; Branaman, Lucinda E.
Foreign Language Instruction in the United Sates: A National Survey of Elementary and Secondary Schools. Language in Education: Theory and Practice No. 93.
SPONS. AGENCY- Office of Postsecondary Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Non-print Media (100),Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Articulation (Education); Classroom Communication; Curriculum Design; Elementary

Butler, Lawrence M.
A Guide to Board Information Systems. Strategic Decisions. Board Basics.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Colleges; Design; Governance; *Governing Boards; Higher Education; *Information Dissemination; *Information Needs; *Information Systems; Institutional Mission; *Reports; Universities

This guide discusses issues related to how and what kinds of information needs to be provided to college and university governing boards. It notes that many institutions thwart their own good intentions to keep trustees informed by providing too much information, inappropriate levels of detail, lack of governance perspective or strategic relevance, and lack of context. The guide goes on to urge institutions to present board members with "dashboard reports" that provide key data in graphic and narrative formats that remain consistent from meeting to meeting, with more detailed information presented as committee reports or as background materials. It notes that effective board information systems must concentrate on data relevant to institutional values, mission, and strategy rather than on administrative matters, and should include information on service mix, service quality, resource acquisition, and resource management. The guide also urges institutions to provide governing board members with effective and comprehensive orientation programs, trustee handbooks, and board books that help trustees focus on key issues. (MDM)

ED 434 553 HE 032 280

Naples, Caesar J., Ed.
Responding to Challenges and Conflict in Higher Education Collective Bargaining. Proceeding of the Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions (26th, April 1998).
PUB DATE- 98
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Affirmative Action; *Collective Bargaining; College Faculty; Colleges; Conflict Resolution; Court Litigation; Employer Employee Relationship; Ethics; *Higher Education; *Labor Relations; Models; Privatization; Technology; Tenure; *Unions; Universities

This proceedings presents 18 essays that focus on collective bargaining and other labor issues in higher education. The essays include: (1) "Looking Toward the Future" (Sandra Feldman); (2) "The New Unionism in Higher Education" (Bob Chase); (3) "Post-Tenure Review: Threat or Promise" (Christine M. Licata); (4) "A Response to Post-Tenure Review: Questions and Perspectives" (Denise Marie Tanguay); (5) "An Observation on New Models for Institutions of Higher Education" (Gordon K. Davies); (6) "The University of Phoenix Model of Adult Learning" (Laura Palmer Noone and William Pepicello); (7) "Labor/Management Cooperation: The Saturn Model" (Jack O'Toole); (8) "Contracting Out of Government Services: Panacea increasing lack of diversity at UC institutions, especially at the two flagship Berkeley and Los Angeles campuses since implementation of SP-1; the biased effect of Scholastic Assessment Tests (SAT) scores on admissions; the biased effect of grade point average (GPA) on admissions (noting that advanced placement courses, widely available in affluent school districts, can boost students' GPA scores above 4.0); and proposals to overturn or mitigate the effects of SP-1, including admitting the top 6 percent of graduates from each California public high school to the UC system. (MDM)

ED 434 573 HE 032 351

The New Face of the University of California: Undergraduate Admissions in the Aftermath of SP-1. Background Information on the Senate Select Committee on Higher Education Admissions and Outreach and Senate Select Committee on Higher Education (May 5, 1998).
PUB DATE- 98
NOTE- 146p.; For a hearing transcript, see HE 032 350.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Administrators; *Admission Criteria; *Affirmative Action; Asian Americans; Blacks; College Faculty; College Students; Educational Attitudes; Equal Education; Grade Point Average; Hearings; High Schools; Higher Education; Hispanic Americans; News Media; *Race; Racial Discrimination; *State Legislation; State Officials; State Regulation; *State Universities; Whites
IDENTIFIERS- *Proposition 209 (California 1996); Scholastic Assessment Tests; *University of California

This report provides background materials related to the California Senate Select Committee on Higher Education Admissions and Outreach and the California Senate Select Committee on Higher Education hearing on undergraduate admissions at the University of California (UC) and the Board of Regents' Special Proposal 1 (SP-1), which eliminated the use of race as a basis for admissions following passage of Proposition 209. The materials include a background paper on the issues involved; a copy of SP-1 and a fact sheet on the implementation of SP-1; documents that focus on UC system undergraduate admissions policies (including admissions by exception); UC system fall 1998 freshmen applicants, admissions, and higher education performance indicators; and proposals for increasing fairness in UC admissions. Copies of related newspaper and magazine articles are also included. (MDM)

ED 434 574 HE 032 352

Vernez, Georges; Krop, Richard A.; Rydell, C. Peter
Closing the Education Gap: Benefits and Costs.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, NY.; William and Flora Hewlett Foundation, Palo Alto, CA.
PUB DATE- 99
NOTE- 213p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Blacks; *Cost Effectiveness; *Demography; *Educational Attainment; Educational Policy; Educational Trends; Elementary Secondary Education; Expenditures; Higher Education; Hispanic Americans; Labor

Climate; Planning; *Policy Formation; Regional Planning; Research Universities; School Organization; School Size; State Universities
IDENTIFIERS- *Western Interstate Commission for Higher Education

This monograph was created to help colleges and universities throughout the West strengthen their commitment to diversity. Twenty colleges and universities in four states--Idaho, New Mexico, North Dakota, and Oregon--participated in the Institute for Ethnic Diversity, with each campus, from large state research institutions to small community colleges, producing a locally developed diversity plan. Common strategies that emerged included the following: articulate the benefits of institutional diversity planning explicitly and clearly; develop a shared campus-specific vision; create a comprehensive institutional plan; include ongoing assessment and accountability measures; secure strong and active support from institutional leaders; ensure that all stakeholders participate in the planning process; establish open and ongoing communication with all campus constituencies; encourage campus leaders to deal with diversity issues and controversies in a direct manner; allocate sufficient resources for both planning and implementation; and seek out opportunities to work collaboratively with local, state, regional, and national bodies. Brief profiles of the seven institutions whose diversity plans are highlighted in this document are appended. (CH)

ED 434 595   HE 032 373

Richardson, Richard C., Jr.
Systemic Change in Higher Education. Western Policy Exchange Project.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 99
NOTE- 30p.; For related documents, see HE 032 374 and HE 032 376.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; Change Strategies; *Educational Change; *Educational Environment; Educational Objectives; Higher Education; Organizational Change; *Policy Formation; Position Papers; Regional Planning; State Colleges; State Universities; *Statewide Planning; Strategic Planning; Systems Analysis
IDENTIFIERS- *Systemic Educational Reform; Western Interstate Commission for Higher Education

The Western Policy Exchange Project is designed to help states assess the implications of environmental changes on their own higher education system. In roundtables and policy workshops, six Western states--Idaho, Montana, New Mexico, South Dakota, Arizona, and Washington--looked for evidence of systemic change and proposed the following five hypotheses about how states change in purposeful ways: (1) changing the performance of state higher education systems requires coordinated leadership from elected and appointed officials, gubernatorial support, and a framework that involves public and private partnerships; (2) reliable and credible information about constituency needs is a prerequisite to establishing priorities that extend beyond problem-fixing; (3) development of consensus among key stakeholders about the nature of performance gaps and the most promising strategies for addressing them is critical; (4) to achieve purposeful and consistent change, incentives and disincentives in the state policy environment must support on alumni relations. Following an introductory paper, "On the Art and Science of Surveying Alumni" (Donna Shoemaker), the papers are: (1) "Targeted Research Gets Results. Comprehensive Research on Alumni Relationships: Four Years of Market Research at Stanford University" (Jerold Pearson); (2) "An Unvarnished Look: Evaluating Alumni Services and Planning Alumni Programs" (Diane Tilley Strange; William J. Hecht); (3) "Our Grads Are Doing Great! Uses of an Alumni Survey by Independent Colleges and Universities in Pennsylvania" (Michael D. McGuire; Jason P. Casey); (4) "A Model for Nurturing Students: What Makes a Difference? The Cornell Tradition Program" (Yuko Mulugetta; Scott Nash; Susan H. Murphy); (5) "How a Degree Rates in the Workplace: Building the Campus Impact of Assessment Through a Program of Linked Alumni and Employer Survey Research" (J. Joseph Hoey; Denise C. Gardner); (6) "If You Build It, Will They Come? The Heart of Campus: Alumni Facilities and the Impact on Alumni Giving and Programming" (Gene C. Crume; Jason Embry; Donald Smith); (7) "Testing Why Alumni Give: A Model of Alumni Gift-Giving Behavior" (J. Fredericks Volkwein; Kelli Parmley); (8) "The Data That Drive MIT's Success: Fund Raising from Alumni" (Joseph S. Collins; Diane Tilley Strange); (9) "Real-World Realities for Vets: Alumni as a Component of Assessment" (Dawn Geronimo Terkla; Kelli J. Armstrong); (10) "HEDS Up on Student Debt. Effective Alumni Surveys: A Tool for Addressing Institutional and National Concerns" (James F. Trainer; Melinda K. Ellis); (11) "Two States Benchmark Accountability: Conducting Alumni Research in and for State Higher Education Systems" (Marsha V. Krotseng; Darrell E. Glenn); (12) "Surf's Up on Satisfaction: Using Alumni Follow-Up to Assess Institutional Quality" (Larry H. Kelley); (13) "Super Cyber Surveys: Surveying and Reporting Alumni Data in the Information Age: The Case for Using the Web" (Nancy L. Ahson; Karen M. Gentemann); (14) "The Plight of Ph.Ds. Doctoral Graduates in Today's Employment Marketplace: Are They Really Driving Taxi Cabs?" (Nancy Garrett; Sandra H. Hoeflich); (15) "Would Alumni Do It All Again? Influences on Alumni Willingness to Attend the Same Institution, Select the Same Major, and Enter the Same Career" (J. Fredericks Volkwein; Fuqin Bian); and (16) "Engineer Good Feedback: Using Data from a Survey of Alumni to Promote Change in the Academic Program at MIT" (Lydia Snover). A final chapter offers remarks by five conference participants. (DB)

ED 434 614 HE 032 392

Matheny, Richard E.
Major Gifts: Solicitation Strategies. Second Edition.
PUB DATE- 99
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Donors; *Fund Raising; Higher Education; *Interpersonal Communication; Public Relations
IDENTIFIERS- *Gifts

This book explores various strategies for major gift solicitation by colleges, universities, and other nonprofit organizations. Emphasis is on the face-to-face interactive communication process. Section 1 presents 16 chapters that discuss various solicitation strategies, including examining organizational readiness for major gift solicitation; the fund raiser's gathered from five regional workshops conducted in 1998-99. It notes that although business and higher education agree on the importance of changes in this transition, major differences exist between how these two sectors propose to accomplish such improvements. The workshops suggest that while the latter differences can be spanned, a greater chasm exists between the challenges of a changing global environment and the strategies necessary to arm graduates with needed skills in today's ambiguous work world. Recommendations focus on translating principles into local action and address: (1) the need for students to develop flexible and cross-functional skill sets, such as leadership, teamwork, problem solving, time management, communication and analytical thinking; (2) the need for students to develop such personal traits as ethics, adaptability, self-management, and global consciousness; (3) the need for a business-higher education collaborative process for restructuring curricula and teaching methods; (4) the need to provide more opportunities for college students to apply theoretical concepts; (5) the need for university career service advisors to build linkages to corporate recruiters; and (6) the need to include faculty in the academic-corporate dialogue and to focus on practical action-oriented items. Nine case studies illustrate effective business-school collaborations. (DB)

ED 434 635 HE 032 413

Cohort Default Rates for Schools Due to FY 1995, FY 1996, and FY 1997. Sorted by Alpha Name.
PUB DATE- 99
NOTE- 1259p.; For a related document, see HE 032 414.
LANGUAGE- English
EDRS Price- MF10/PC51 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Colleges; Federal Programs; Higher Education; *Loan Default; *Loan Repayment; Private Colleges; Public Colleges; *Student Financial Aid; *Student Loan Programs; Tables (Data); Universities; Vocational Schools

This document presents federal student loan cohort default rates for postsecondary institutions, including two- and four-year colleges, universities, church-affiliated schools, historically black colleges and universities, tribally controlled schools, and proprietary vocational schools. Each listing, sorted alphabetically by school name, contains the institution's name, address, a code indicating program length, type of school (proprietary, public, private), numbers of borrowers in default and in repay for each of the 3 years (fiscal years 1995, 1996, and 1997), the default rate, and the program rate (federal family education loan rate, direct loan rate, and dual rate). (DB)

ED 434 636 HE 032 414

Cohort Default Rates for Schools Due to FY 1995, FY 1996, and FY 1997. Sorted by OPE ID.
PUB DATE- 99
NOTE- 1259p.; For a related document, see HE 032 413.
LANGUAGE- English
EDRS Price- MF10/PC51 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Colleges; Federal Programs; Higher Education; *Loan Default; *Loan Repayment; Private Colleges; Public Colleges; *Student Financial Aid; *Student Loan Programs; Tables (Data); Universities; Vocational Schools

Technology Act (LSTA) plan for the state of Iowa. The background of library services in Iowa is outlined, followed by the development of the Five-Year Plan. The new federal legislation authorizing LSTA offered Iowa an opportunity to (1) re-examine the strengths of Iowa libraries and what is needed to reach the above vision for Iowans; (2) consider the accomplishments and lessons of the past; (3) envision new goals; and (4) position libraries to meet the future demands of Iowa residents for responsive, high quality library service. Conclusions from focus groups cover: current external environment in Iowa, strengths and challenges of Iowa's library community, decision making principles, and identified goals. Four major needs for the state's libraries are: (1) expanded access to information and materials; (2) knowledgeable and well-trained library staff, public library trustees and library users; (3) better focus and utilization of services through increased resource sharing and partnerships; and (4) continued State Library leadership, programs and services. LSTA goals for Iowa are: (1) to provide all Iowans with expanded access to information and materials through the State of Iowa Libraries Online (SILO) network; (2) to improve library service to Iowans through knowledgeable, well-trained staff and well-informed public library trustees and library users; (3) to meet Iowans' increasing demand for information and library services by identifying and encouraging resource sharing and partnerships; and (4) to provide state level leadership and services to accomplish the LSTA Five-Year Plan. Also described are procedures to carry out the activities; methodology that the state library administrative agency will use to evaluate the success of the activities in meeting the goals and priorities; the plan for expenditure of 4% allowed for State library agency administrative cost; procedures that will be used to involve libraries and library users throughout the state in policy decisions regarding implementation of the plan; and assurances.(AEF)

ED 434 657   IR 057 500

Hunt, Stephen E.; Craig, Judy A.
National Library of Education: 1998 Annual Report.
PUB DATE- 99
NOTE- 43p.; For the National Library of Education Advisory Task Force Report, see ED 405 007.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Annual Reports; Education; Federal Government; *Federal Programs; Information Networks; *Library Services; *National Libraries; Public Agencies; Reference Services; Tables (Data); User Needs (Information); User Satisfaction (Information); Users (Information)
IDENTIFIERS- Department of Education; *Education Libraries; ERIC; *National Library of Education DC; Web Sites

This annual report begins with an executive summary that presents highlights of FY (fiscal year) 1998 accomplishments of the National Library of Education (NLE) related to the ED (Education Department) Reference Center, ERIC, ED Web, USNEI (U.S. Network for Education Information), NEN (National Education Network), and marketing research and outreach. The introduction provides background on NLE and discusses implementation of the NLE Advisory Task Force Report, "Access for All: A New National Library for Tomorrow's Learners," as well as NLE programmatic authority and activities. The main technologies is emphasized. (MES)

ED 434 675 IR 057 519

Newton, Robert; Marcella, Rita; MacLennan, Alan; Middleton, Iain
Using the Internet To Support Lifelong Learning: The Role of the Librarian.
PUB DATE- 98
NOTE- 14p.; In: The Challenge To Be Relevant in the 21st Century: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Pretoria, South Africa, June 1-5, 1998), Volume 18; see IR 057 503.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Access to Information; Directories; Distance Education; Educational Change; Educational Environment; Foreign Countries; Higher Education; *Information Skills; Information Technology; Instructional Materials; *Library Role; *Library Services; *Lifelong Learning; Open Education; Research and Development; Users (Information); *World Wide Web
IDENTIFIERS- Robert Gordon University (Scotland); *Web Sites

This paper illustrates practical situations in which librarians are beginning to have an impact on developments on the Internet and ultimately have an impact on lifelong learning by providing organized interfaces to resources. In the area of information skills training, it is argued that the librarian must contribute actively by developing these resources and ensuring that students and academic staff are made aware of their critical importance to learning. The first section of the paper discusses the new role for information professionals, focusing on two critical developments--increasing knowledge and use of new technology by users of library services, and changes in the philosophy of teaching and learning and in the environment in which teaching takes place. The following World Wide Web-based research and development projects at Robert Gordon University (Scotland) and their implications for information professionals are described in the second section: (1) NETLEARN, a project that developed a directory of Web-based materials to support teaching and learning Internet skills; (2) ReMOTE, a project that developed of a directory of Web-based teaching and learning materials on research methods, a library of in-house materials, and an interface to allow incorporation of these materials in higher education programs; and (3) Information Skills, a scheme that developed a Web-based directory to support open or distance learners. (Contains 24 endnotes and 17 references.) (MES)

ED 434 676 IR 057 520

Wesijers, Leo
The New Library, A Hybrid Organization.
PUB DATE- 98
NOTE- 7p.; In: The Challenge To Be Relevant in the 21st Century: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Pretoria, South Africa, June 1-5, 1998), Volume 18; see IR 057 503.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 434 695 JC 990 629

Senate Rostrum: The Newsletter of the Academic Senate for California Community Colleges, 1997-1998.
PUB DATE- 98
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Curriculum; Educational Improvement; Educational Planning; *Excellence in Education; *Governing Boards; *Government School Relationship; Program Implementation; School Funds; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This collection of four Senate Rostrum newsletters discusses the various issues of interest to faculty in California community colleges. The September 1997 issue addresses such topics as welfare reform, technology mediated instruction, academic standards, an annual gathering of the Academic Senate for California Community Colleges entitled the Summer Faculty Leadership Institute, and a controversial rewards plan called "Academic Excellence." The January 1998 issue deals with a 2005 Task Force Report and discusses affirmative action, the California Virtual University, and various legislative statements and updates. The next issue, from April of 1998, contains an article by the President of the Academic Senate about realizing the vision of shared governance and other issues addressed in Assembly Bill 1725. The newsletter touches on certain curriculum issues, mentions again the Academic Excellence plan (retitled "Partnership for Excellence"), and contains an article on freedom of speech issues at Santa Rosa J.C. The October issue reports on several annual gatherings, such as the Great Teachers Seminar, the Occupational Leadership Seminar, the Summer Leadership Institute, and the first Technology for Teaching Institute. The practices of Western Governors' University, a distance education university, are discussed, and it is argued that it should not be accredited. Finally, The Partnership for Excellence plan is explained thoroughly and is shown by the author to be an unfavorable course of action. (JA)

ED 434 696 JC 990 630

Goss, Donald, Ed.
Community College Exemplary Instructional Programs, Volume VIII, 1996-1997.
PUB DATE- 97
NOTE- 143p.; For Volumes VI and VII, see ED 396 782 and JC 990 625.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Awards; *Community Colleges; Educational Assessment; Program Content; Program Descriptions; Program Design; Program Effectiveness; *Recognition (Achievement); Two Year Colleges

This volume describes outstanding community college programs corresponding to the four categories in which programs were originally submitted to the National Council of Instructional Administrator's (NCIA) Annual Exemplary Instructional Program Awards. Section 1 includes the description of three programs that won awards for Initiatives to Incorporate Technology in

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Community Colleges; Evaluation Methods; Faculty Development; Faculty Evaluation; Higher Education; Performance; *Self Evaluation (Individuals); *Student Evaluation of Teacher Performance; Teacher Attitudes; *Teacher Effectiveness; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Community Technical Colleges of Connecticut

A Labor/Management Committee of the Board of Trustees of the Connecticut Community-Technical Colleges prepared the Faculty Development and Review Plan (FDRP). The FDRP was developed for use within the Connecticut Community-Technical Colleges and as a guideline by which the faculty's performance is to be rated and improved. The goals of the FDRP are to establish an evaluative process for faculty, to have an information base for supervisors, and to form the basis for fair personnel decisions. Faculty members are expected to manifest a minimum degree of instructional excellence as defined in the Statement of Instructional Excellence in four categories. The categories are: (1) motivation and the ability to motivate others; (2) interpersonal skills; (3) knowledge base; and (4) skill at applying that knowledge. Four methods are used to evaluate those qualities. Students' ratings conducted in sections taught by faculty are one method. Another is instructional observation, in which a syllabus or outline of the faculty member's course is evaluated. The third, self-appraisal, has the faculty member rate his/her own effectiveness. The fourth, overall performance, is an evaluator's written evaluation of the faculty member's strengths and weaknesses concerning the four categories of instructional excellence, and a conference between the evaluator and the faculty member. All faculty members are expected to develop and update an individual professional development plan in collaboration with the supervisor. Appended are the Statement of Instructional Excellence, performance standards and indicators, and sample forms. (JA)

ED 434 716 JC 990 652

Community College Act of 1966. Act 331 of 1966 (as Amended through March 23, 1999).
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Board of Education Role; Boards of Education; *Community Colleges; Educational Policy; Elections; *Governance; Government School Relationship; *School Districts; *State School District Relationship; Two Year Colleges
IDENTIFIERS- *Michigan

The Community College Act of 1966 was enacted to redraft and unite the laws relating to community colleges in the state of Michigan. This document includes the original document plus amendments passed as of March 1999. The first part deals with the creation and government of districts. This includes districts comprised of elementary and intermediate school districts, the annexation of counties and townships, and also descriptions of the board of trustees. The first part deals extensively with the process by which districts are formed, including eligibility of school districts, the filing process, and definition by size. It also contains guidelines on how to hold elections, both for positions on the board of trustees (of businesses to seek and continue training. (Contains 16 references.) (MN)

ED 434 216 CE 079 163

Dare, Donna E.; Maddy-Bernstein, Carolyn
Career Guidance Resource Guide for Elementary and Middle/Junior High School Educators.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 329p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Development; Career Education; *Career Guidance; *Education Work Relationship; Educational Resources; Elementary Education; Information Sources; Instructional Materials; Learning Activities

This resource guide provides information on currently available career guidance materials and resources for the elementary and middle/junior high school levels. Section 1 contains National Career Development Guidelines for Elementary and Middle/Junior High School from the National Career Development Guidelines K-Adult Handbook. Section 2 is a template taken from the National School-to-Work Office's Web site. The template offers a list of suggested activities to enhance the career development of all students. Section 3, Career Development Activities Chart, indicates how the two models--National Career Development Guidelines and School-to-Work--can intersect to promote developmental career guidance through appropriately selected activities for students at all developmental levels. Section 4 is a list of materials and resources for use in career guidance activities in four parts: Grades K-3, Grades 4-6, Grades 7-8, and Other Resources. Materials are listed alphabetically by title. Each listing contains the following information: title, author, date of publication, format, recommended age level, source, price, rating by practitioners, and descriptions. Sections 5-10 contain the following: an address list for sources of information; list of names and addresses of State Supervisors of Career Guidance, State Occupational Information Coordinating Committees, and State School-to-Work Coordinators and/or Grantees; abstracts with contact information for the Regional Education Laboratories; and an abstract of ERIC information sources. (YLB)

ED 434 217 CE 079 164

Pfenninger, Peggy; Stodden, Robert
Curriculum-Based Vocational Assessment (CBVA) in Florida.
PUB DATE- 99
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Education; *Curriculum Based Assessment;

Interweaving theory and commentary with case studies, this book explores a multifaceted approach to workplace education that develops workers' skills and integrates learning, language, and cross-cultural issues into work, communication, and management practices. Chapter 1 explores the changing world of work and implications for workforce skill development needs. Chapter 2 examines trends emerging from national government policies, pressures on educators, and changing workplace education and training practices. Chapter 3 explores theoretical perspectives about language and learning that inform a holistic approach to workplace education. Chapter 4 proposes a multifaceted approach. Chapters 5-13 account for the partnerships between workplaces and teachers. The following topics are covered: (1) issues in researching workplace needs and setting the ground for a collaborative, responsive workplace program; (2) strategies for planning for success and integration of workplace language programs into mainstream activities; (3) issues related to defining competence and the standards development process; (4) collaborative development of vocational curriculum; (5) practical ways educators used the learning potential of everyday work to support, supplement, or replace formal learning arrangements; (6) strategies educators can use to develop trainers' communication and presentation skills; (7) ways educators can contribute to developing effective and fair assessment practices in the workplace; (8) working with teams; and (9) ways educators can contribute to improving customer relations. Chapter 14 outlines implications relating to the workplace educator's role. The book contains 214 references and an index. (YLB)

ED 434 235   CE 079 231

An Employer Guide on Insurance-Liability Issues and Child Labor Laws. New Jersey School to Careers: Work-Based Learning Activities.
PUB DATE- 98
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Awareness; *Career Development; Career Education; Career Exploration; *Child Labor; Education Work Relationship; Educational Administration; Employer Employee Relationship; Experiential Learning; *Labor Legislation; Learning Experience; *Legal Responsibility; Occupational Safety and Health; Ownership; Partnerships in Education; *School Business Relationship; Secondary Education; State Programs; Student Employment; Vocational Education; Work Environment; *Work Experience Programs
IDENTIFIERS- *New Jersey

This guide provides employers with information on insurance coverage, child labor laws, and recommended steps for reducing potential liabilities that may occur by having students at the employer's site. The guide first covers employer liability issues and school Certificates of Insurance. The next part is organized to address employer concerns associated with the School-to-Careers initiative under the following three broad categories of structured work-based learning activities taking place at a work site: (1) school-sponsored career influenced by human capital theory and economic rationalist policy; (2) an alternative approach to VET research and provision for indigenous communities and development of alternative pathways to indigenous development are needed; (3) Aboriginal poverty is due not to people's deficits in "human capital" but rather to the lack of public or private sector support for alternative indigenous forms of economic and social organization; and (4) national VET policies and research should be refocused to reflect the special role that independent Aboriginal community-controlled organizations play in facilitating Aboriginal peoples' social and economic objectives. (The report contains 53 references. Appended is a brief discussion of the project participants and methodology.) (MN)

ED 434 254   CE 079 291

Docking, Russell
Vocational Education Assessor Training Programs. Review of Research.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Competency Based Education; *Educational Assessment; Educational Needs; Educational Policy; Educational Research; *Evaluators; Foreign Countries; Interrater Reliability; Literature Reviews; Needs Assessment; *Performance Based Assessment; Postsecondary Education; Research Needs; State of the Art Reviews; *Training Methods; *Vocational Education
IDENTIFIERS- *Australia

Anecdotal and conceptual research on assessor training programs in Australia since 1990 was reviewed to determine research priorities for the next 3 years and to identify the research's implications for policymakers and practitioners concerned with training assessors for three settings: formal training, workplace training, and human resource management. Special attention was paid to the content and value of assessor training and organizations and individuals involved in assessor training. Areas identified as requiring further investigation included the following: range and characteristics of existing assessor training courses; impact of assessor training on assessment behaviors and quality of judgment; impact of assessor training on individuals being assessed in terms of learning, motivation, and feedback; impact of assessor training on enterprise productivity; and validity and reliability of research assessment approaches. Recommendations for policymakers and practitioners included the following: (1) include interpersonal skills in assessor standards; (2) tighten accreditation procedures to ensure that all assessment competencies are covered, that assessor trainers are qualified, and that the assessment process is rigorous and includes on-the-job components; (3) provide for ongoing auditing of assessor training courses; (4) promote specialist units more aggressively; (5) ensure that all assessors (including Technical and Further Education lecturers) are qualified assessors; and (6) establish a national register of assessors. (Contains 42 references.) (MN)

ED 434 255   CE 079 292

Zeroing in on Students' Needs: The 1998 Exemplary Career Guidance and Counseling Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Awareness; *Career Counseling; *Career Development; Career Education; *Career Guidance; Demonstration Programs; Elementary Secondary Education; *Guidance Programs; Postsecondary Education; Student Needs

This publication provides information about the 1998 exemplary career guidance and counseling programs named by the U.S. Department of Education and the National Center for Research in Vocational Education. An introduction describes the search for excellent career development programs and lists components of exemplary programs. The next section summarizes the main program features of the four recipients of the 1998 Exemplary Career Guidance and Counseling Program Award. Each exemplary program profile includes the program contact information, number and educational level of students served, list of curriculum materials (when available), a brief description, and program evaluation. The career development activities are listed according to grade level, if applicable, followed by a short explanation. The programs are as follows: Dorchester (South Carolina) District Two Career Development Initiatives; La Crosse (Wisconsin) Central High School Guidance/Career Center; Lewis and Clark Community College Career and Employment Services (Illinois); and Rich South High School: Horizon Program (Illinois). Appendixes contain the following: sample copy of the application form for the exemplary career guidance and counseling program search; description of the three 1998 Honorable Mention programs identified through the search; and a directory of 19 past winners of the search. Contains 13 references. (YLB)

ED 434 273   CE 079 329

Pribbenow, Christine Maidl; Phelps, L. Allen; Briggs, Derek; Stern, David
New College Admission Procedures: Implications for Career-Related Learning in High School.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Admission Criteria; *College Admission; College Entrance Examinations; *Competency Based Education; *Educational Change; Educational Development; High Schools; Higher Education; Integrated Curriculum; *Nontraditional Education; *Vocational Education

Rather than relying on traditional measures of student performance, new admissions procedures for four-year institutions attempt to describe what students know and can do. Current procedures do not reflect integrated curriculum and applied learning, and they penalize multidisciplinary project and work-based learning program participants. Four states have

Northerners across the Lifespan.
PUB DATE- 99
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Career Academies; Career Counseling; Career Development; *Career Education; Career Information Systems; Foreign Countries; Government Publications; Public Agencies; *Public Policy
IDENTIFIERS- *Northwest Territories; Nunavut

Land claims settlements, constitutional change, and economic and labor force opportunities reflect the emerging reality of the Northwest Territories and Nunavut. Northern children, youth, and adults need to position themselves to influence and take advantage of the emerging reality. Quality career development education, programs, and services play an important role in preparing and positioning Northerners to do so. This manual was created to help people learn to become self-directed, self-reliant individuals who are able to make personally meaningful contributions that support the development of their communities. In its ongoing commitment to meet the career development needs of Northerners, the Department of Education, Culture and Employment in conjunction with the Canadian Career Development Foundation designed a policy directive to increase access to comprehensive career development education, programs, and services; and built an accountability structure that incorporates responsibilities for staff while providing direction for the development, delivery, and evaluation of quality career development services. The manual contains four main sections: (1) the Career Development Policy Paper, (2) the Career and Employment Development Directive, (3) the Accountability Framework, and (4) Implementation Procedures. The Accountability Framework is designed as a learning process with data gathering tools such as checklists, assessment measures, workshop handouts. The Implementation Procedures contains the accountability action plan and assessment gathering tools. (Author/JDM)

ED 434 294   CG 029 503

Matheny, Kenneth B.; Gfroerer, Coleman A.; Curlette, William C.; Harris, Kristin
Work Stress, Burnout, and Coping. Brief Summary of an Exploratory Study.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Burnout; *Coping; *Employment Experience; Family Life; Family Work Relationship; *Health Promotion; Job Satisfaction; *Self Concept; *Stress Management; Stress Variables
IDENTIFIERS- American Psychological Association; Internalization

The effects of social and family disruption from stress in the work place has caused the American Psychological Association to conclude that "American workers...constitute a work force more

Secondary Education; *Parent Participation; *Reading Instruction; *Reading Strategies; *State Standards; *Student Role; *Teacher Role; Writing Instruction
IDENTIFIERS- *Alaska

Reflecting Alaska's Reading Performance Standards, this booklet highlights key aspects of what families and teachers can do to teach and support young children as they learn to read using many different strategies. It lists content standards for English/Language Arts and reading performance standards divided into four categories ranging from age 5 to age 18. The booklet describes 5 phases of reading development from preschool to grade 3 considering the role of the child, teacher, and family in each phase. The 5 phases are: (1) awareness and exploration; (2) experimental reading and writing; (3) early reading and writing; (4) transitional reading and writing; and (5) independent and productive reading and writing. It gives 51 research base and summary literature citations for preschool, kindergarten, and grades 1 through 3. (SC)

ED 434 315 CS 013 697

Unlocking the Door: Current Research on How Children Learn To Read.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Beginning Reading; Decoding (Reading); *Instructional Effectiveness; Primary Education; Program Effectiveness; Reading Comprehension; *Reading Instruction; *Reading Research; *State Standards; Writing Skills
IDENTIFIERS- *Alaska; Phonemic Awareness

Addressing current research on the foundational skills of reading for the state of Alaska, this booklet is designed to get the most current information available about how children learn to read into the hands of everyone who can help children learn and grow as readers. It outlines previously researched core abilities including phonemic awareness, alphabetic principles, sound-spelling correspondence, decoding ability, comprehension skills, and spelling, vocabulary, and writing skills. The booklet discusses essential components of research-based programs for beginning reading instruction and features of classrooms and schools that support effective beginning reading instruction. It then outlines reading performance standards and includes a chart indicating proficiency levels for Alaska Performance Standards for Reading. (SC)

ED 434 316 CS 013 698

Krashen, Stephen D.
Three Arguments against Whole Language & Why They Are Wrong.
PUB DATE- 99
NOTE- 103p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Early Intervention; Elementary Education; *Language Experience Approach; *Literacy; Phonics; Preschool Education; *Reading Attitudes; *Reading Instruction; Research Methodology;

as possible, the principal needs to provide quality leadership in having teachers stress vital principles of learning from educational psychology. The paper states that there are selected principles of learning that all schools of psychology emphasize. It first enumerates and elaborates on five of these principles. Noting that there are specific schools of thought in the psychology of learning that principals need to understand to help their teachers in teaching pupils, the paper then discusses these diverse psychologies of learning, including (1) the measurement movement; (2) constructivism; and (3) pupil decision-making. The paper also considers the contributions of Jerome Bruner and Jean Piaget, two outstanding educational psychologists. It continues by discussing the basics in the curriculum, that is, the importance of pupils learning what is basic. Finally, the paper concludes by reiterating the different psychologies of learning. (Contains 14 references.) (NKA)

ED 434 339 CS 216 892

Trends and Issues in Elementary Language Arts. Trends and Issues in English Language Arts, 1999.
PUB DATE- 99
NOTE- 210p.; For 1998's Trends and Issues, see ED 416 489.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Educational Practices; Elementary Education; *English (Second Language); Instructional Effectiveness; *Language Arts; *Political Attitudes; *Second Language Instruction
IDENTIFIERS- *Educational Issues; Multimedia Technology; Technology Integration

This publication contains journal essays and book chapters from publications of the National Council of Teachers of English. The following articles appear in the publication's first section, "Multimedia in the Classroom": (1) "The Classroom" (Marilyn Jody and Marianne Saccardi); (2) "Let's Go to the Movies: Rethinking the Role of Film in the Elementary Classroom" (Michele Whipple); (3) "The Challenge of Change: Exploring Literacy and Learning in Electronic Environments" (Charles Kinzer and Donald J. Leu, Jr.); and (4) "Integrating Technology in the Classroom" (Linda McMillen, Sherrell Shanahan, Kathleen Dowd, Joyce MacPhee, and Jennifer Hester). Articles in the second section, "Second Language Learners," are: (5) "'I Know English So Many, Mrs. Abbott': Reciprocal Discoveries in a Linguistically Diverse Classroom" (Suzette Abbott and Claudia Grose); (6) "A Chinese Boy's Joyful Initiation into American Literacy" (Jane S. Townsend and Danling Fu); (7) "Finding the 'Right Measure' of Explanation for Young Latina/o Writers" (Liliana Barro Zecker, Christine C. Pappas, and Sarah Cohen); and (8) "Doing His Own Thing: A Mexican-American Kindergartner Becomes Literate at Home and School" (Margaret M. Mulhern). Articles in the third section, "How Politics Have Shaped Our Thinking and Our Classrooms," are: (9) "In Which Governor Bush's Business Council Holds a Pre-summit Meeting in Texas" (Denny Taylor); (10) "A Note on Terms: Conceptualizing Phonics and Whole Language" (Constance Weaver); (11) "Believing in What's Possible, Taking Action To Make a Difference" (Ellen H. Brinkley and others); and (12) "The California Reading Situation: Rhetoric and Reality" (Jeff McQuillan). (NKA)

ED 434 340 CS 216 893

Communication Association (84th, New York, NY, November 19-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acting; Characterization; *Drama; Higher Education; Imagination; *Monologs; *Oral Interpretation; Role Playing
IDENTIFIERS- *Audition (Theatrical); Oral Presentations

From the director's point of view, a "memorable monologue" is one in which the actor exhibits imagination and invention in role-playing. Memorable audition monologues require a measured degree of "risk taking" and uninhibited abandon--the first task is to select monologues that suit the type of script and the role being cast. This paper first gives 11 tips for performing memorable monologues, including: cultivate a natural and conversational delivery of dialogue; display personal habits or mannerisms that distinguish a character; "tune" the vocal instrument to produce sounds, syllables, and words crisply (practice relaxation exercises to free the voice); and focus on the "tempo" that underscores the present moment in the monologue. The paper then presents four additional dimensions related to theater "etiquette" and four performance "strategies" to consider in the memorable audition blueprint. It concludes by stating that "individuality" is still the hallmark of performing memorable monologues, and audition choices should be appropriate and suitable in terms of self-image and professional range of skill or talent. (NKA)

ED 434 381 CS 510 113

Nowalk, Thomas J.
Framing Games: An Exploration into the Speaking Activity of a Chinese-English Bilingual Child.
PUB DATE- 99
NOTE- 103p.; Ph.D. Dissertation, Virginia Polytechnic Institute and State University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Bilingual Education; *Bilingualism; Case Studies; Chinese; Comparative Analysis; Ethnography; Games; *Language Role; Play; *Speech Acts
IDENTIFIERS- *Dialogic Communication; Frame Analysis

A study applied an ethnography of speaking to the study of a bilingual child, with the construct of a frame as the unit of analysis. The child was observed and tape recorded playing a commercial game in Chinese with her mother and in English with her father. Both activity frames and conceptual frames were analyzed toward answering: (1) what frames were performed during game play; (2) how those frames differed between Chinese and English; (3) what conceptual frames were produced in languages spoken; and (4) how those conceptual frames differed between each language. In brief, an ethnographic perspective was applied toward describing how the organization of activity and language compared between both languages, through the play of a single game. Results indicated that each parent enacted different roles with the daughter during the play of the game. Whereas the mother (with previous game experience) performed an expert-novice role during game play, the father (with lack of experience in game playing) took a novice-expert stance with implications for educational policy reform. It presents studies of two distinct educational reforms--a local community-based collaborative-services initiative and a state educational-accountability program--to illustrate important organizational features that vary across school levels. Both reforms are examined in light of the organizational features of schools attempting to implement the changes. Although the two reforms are distinct from each other, both suggest possible organizational explanations for differential reform implementation by grade level. The report is based on two studies--one a qualitative study, the other a large-scale survey--that explore the unique features of elementary, middle, and high schools in the face of reform implementation. The data included interviews with over 30 personnel from schools, social services and public health and law-enforcement agencies, and observations from governance committee meetings, school-team meetings, and community-based services meetings. Schools that successfully adopt the reforms share some common characteristics that relate to organizational culture and structure. Reform was much more successfully implemented in elementary schools, and results suggest that it is because they are more tightly coupled organizations than secondary schools. (Contains 18 references.) (RJM)

ED 434 384   EA 030 045

Goyne, June; Padgett, Dara; Rowicki, Mark A.; Triplitt, Tom
The Journey to Teacher Empowerment.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Administration; Educational Change; Elementary Secondary Education; *Organizational Change; *Participative Decision Making; *School Administration; *Teacher Empowerment; Teacher Role; *Teachers

This paper describes ways that administrators can empower teachers and build strong, effective teams in a school. It opens by defining power and explains that traditional organizational hierarchical structures tend to motivate people to use power in self-protective ways. It claims that for empowerment to work, leaders must help people use their power creatively and collaboratively for good. The article examines pitfalls in implementing an empowerment agenda, such as announcing a new philosophy and then doing nothing to implement it, and shares some precautions that need to be taken when empowering teachers through shared decision-making. Teachers' decisions should carry some relevance for them, and administrators must avoid giving teachers responsibility for a decision with no corresponding power to implement the decision. Leaders should address their own fears and assume that most people, when empowered, will invest more of themselves and function at a higher, more creative level. The paper lists the three keys to empowerment: share information with everyone, replace old hierarchies with self-directed teams, and create autonomy through boundaries. It also outlines the six dimensions of teacher empowerment: shared decision making, teacher professional development, teacher status, teacher self-efficacy, teacher autonomy, and teacher impact. (RJM)

ED 434 385   EA 030 046

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Strategies; Elementary Secondary Education; Foreign Countries; Professional Associations; *Professional Development; *Teacher Associations; *Teacher Attitudes; *Teacher Improvement; Teachers
IDENTIFIERS- Canada; United States

This paper describes the three types of nonformal and informal professional development provided by teachers' organizations. The first type is a minimal approach, the second focuses on contextual variation and teacher diversity, and the third consists of informal learning opportunities developed by teachers themselves. The article identifies strategies for improving the "fit" between available professional development and teachers' occupational needs. Rather than recommending a single, "best" professional-development strategy, the paper emphasizes sociological and organizational factors germane to teachers' organizations themselves, such as the teacher organizations' role in teacher socialization, the demographics of teacher organization participation, and internal structural features. These factors suggest that teachers' organizations must look within at a variety of organizational issues and consider a wide variety of organizational strategies simultaneously. The report draws from conceptual and empirical research on national, state/provincial, and local teacher union reform activities; on teachers' perceptions of their organizations; and on teachers' past involvement with their organizations. It examines the tradition of teacher professional development and concludes by suggesting that teachers' organizations move away from policies of discrete and limited professional development events to consider a variety of organizational sites as potentially useful for teacher learning. (RJM)

ED 434 405 EA 030 068

Steffy, Betty E.
Curriculum Alignment: A Facilitator's Guide to "Deciding What To Teach and Test."
PUB DATE- 99
NOTE- 104p.; For related document, see ED 351 805.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Design; Curriculum Development; Curriculum Evaluation; Curriculum Guides; Educational Assessment; *Educational Change; Elementary Secondary Education; School Activities
IDENTIFIERS- *Curriculum Alignment

This workbook provides school administrators a structured process to acquire the knowledge and skills necessary to facilitate curriculum alignment. Based on the text "Deciding What to Teach and Test," the book outlines specific steps a facilitator can take to translate ideas into action. It is organized into a series of chapters that were written with the assumption that the work can be completed during a 3- to 4-month period. Each chapter contains a set of activities designed to build on the work accomplished in previous sessions, and the level, purpose, materials, estimated time of completion, and participants are outlined at the beginning of each activity. The first chapter

Walz, Lynn; Vandercook, Terri; Medwetz, Laura; Nelson, Marilyn; Thurlow, Martha

Hey, We See It Differently! Lessons on Team Dynamics.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 99

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Change Strategies; Cooperative Programs; Disabilities; Educational Change; Elementary Secondary Education; *Inclusive Schools; School Districts; Self Evaluation (Groups); *Teamwork

IDENTIFIERS- *Minnesota

This monograph summarizes lessons learned from the 5 years that the Together We're Better (TWB) program worked to create inclusive learning environments in four Minnesota school districts. Each of the partner districts established a collaborative core planning team to provide leadership and management of efforts toward school change and inclusive school community development. These teams consistently reported five "lessons." These lessons are each explained with specific suggestions for implementation. The lessons are: (1) some of the best "learning" occurred during times of relaxation; (2) the tone of the team can change dramatically with the entrance or exit of a single person; (3) the size of the core planning team is important; (4) overtly seeking other perspectives and questioning assumptions are keys to success; and (5) attention to effective team practices is essential. (DB)

ED 434 425 EC 307 423

Walz, Lynn; Nelson, Marilyn; Scaletta, Kurtis

Lessons for Understanding: A Junior and High School Curriculum on Perspective-Taking.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 99

NOTE- 234p.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Consciousness Raising; Cooperative Learning; *Curriculum; Curriculum Design; *Disabilities; Diversity (Student); Educational Strategies; *Empathy; Heterogeneous Grouping; *Inclusive Schools; Lesson Plans; Peer Acceptance; *Perspective Taking; Role Perception; Secondary Education; Secondary School Students; Self Concept; Social Cognition

This curriculum is designed to increase junior high and high school students' awareness of their own and other people's paradigms, and how those paradigms influence beliefs, interactions, and relationships. The lessons have been developed to foster ongoing learning in heterogeneous classroom communities that seek to understand and value diverse perspectives. The curriculum is divided into four units. Unit A, "My Perspective," focuses on understanding perspectives and where they come from. Unit B, "Other Perspectives " focuses on developing awareness of different perspectives. Unit C, "Accepting Others," emphasizes developing skills and attitudes for valuing different perspectives. Unit D, "Working Together," compliance officers, and student advocacy groups. The following chapter, "Technical Standards and Essential Requirements," addresses qualified students, technical standards determination, and essential program requirements. Chapter 4, "Auxiliary Aids, Academic Adjustments, and Reasonable Accommodations," discusses test-taking accommodations, waiving course requirements, tape recorders, honoring communication choice, notetakers, alternative formats, personal services, and dissatisfaction with accommodations. Chapter 5, "Procedural Considerations," describes the dissemination and use of standards and policies, recruitment and admission, and working with individual students. Chapter 6, "Student Empowerment," discusses individual faculty strategies, and successful adults with learning disabilities. The last chapter provides information on campus, local, and regional resources. (Chapters contain references.) (CR)

ED 434 444 EC 307 442

Wells, Shirley A., Comp.; Hanebrink, Sandy, Comp.
A Guide to Reasonable Accommodation for OT Practitioners with Disabilities: Fieldwork to Employment.
PUB DATE- 98
NOTE- 179p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Civil Rights Legislation; Confidentiality; *Disabilities; Disability Discrimination; Employer Employee Relationship; Employment; *Equal Opportunities (Jobs); *Federal Legislation; *Field Experience Programs; Higher Education; Interviews; Job Analysis; Occupational Therapists; *Occupational Therapy; Recruitment; *Self Disclosure (Individuals)
IDENTIFIERS- American Occupational Therapy Association; Americans with Disabilities Act 1990; *Reasonable Accommodation (Disabilities)

This handbook provides information to occupational therapy clinicians and students with disabilities, fieldwork educators, and employers on issues of accommodation, disclosure, rights, responsibilities, and the Americans with Disabilities Act (ADA). It begins with a discussion of the disability rights movement, and employment and people with disabilities. The first chapter, "Guide to the Laws," provides an overview of federal civil rights laws, employment laws, and actions that constitute discrimination. Chapter 2, "Rights and Responsibilities," discusses disclosure of a disability, confidentiality, employment rights of individuals with a disability, and employer rights and responsibilities. The following chapter, "Essential Job Functions," describes the determination of essential job functions and provides examples of occupational therapy essential job functions and job descriptions. Chapter 4, "Fieldwork and Students with Disabilities," discusses laws governing the education of students with disabilities, the process for determining acceptability of interns, and responsibility for accommodations. The next chapter, "Employment," addresses nondiscrimination, pre-employment inquiries, recruitment, interviewing, workers' compensation, and tax credit programs. The final two chapters provide information on basic principals of reasonable accommodation, types of accommodations, and myths

Stages; *Disabilities; *Early Intervention; Infants; Interpersonal Communication; Interpersonal Competence; *Language Acquisition; Language Impairments; *Motor Development; Parent Participation; Preschool Education; *Sensory Integration; Speech Communication; Speech Impairments; Toddlers; Young Children

IDENTIFIERS- Social Skills Training

This early intervention kit includes a Comprehensive Early Stimulation Program for Infants (CESPI) instruction manual, an early interventionist workbook, and ten parent/caregiver workbooks. The CESPI early intervention program is designed to provide therapists, teachers, other health professionals, and parents with a common-sense, practical guide that describes how to implement effective early intervention speech, language, cognition, and social skills programs in an easy-to-follow format. It presents a whole child approach to speech, language and cognitive stimulation, and includes sensory and motor components to enhance learning through whole-body experiences. The instruction manual describes the therapy rationale and objectives, provides a program outline of the 24 modules that follow a developmental milestones continuum, lists materials needed, describes how to modify modules to address individual needs, considers safety issues, emphasizes the need for parent/family involvement, and provides general tips for conducting the first session. Appendices include a parent information sheet; information on sensory integration activities, oral stimulation, and phonetic symbols used in the modules; a developmental skills chart; additional songs and rhymes; and 18 organizational resources and 56 references. The early interventionist workbook contains step-by-step instructions for conducting the modules and the parent/caregiver workbook includes related assignments. (CR)

ED 434 465 EC 307 463

McLane, Kathleen; Sorensen, Barbara

How To Use ERIC To Search Your Special Education Topic: Update 1999. ERIC Digest E573.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 99

NOTE- 4p.; Updates ED 363 052.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Database Design; *Databases; *Disabilities; Educational Research; Elementary Secondary Education; *Information Retrieval; Information Storage; *Search Strategies; Special Education

IDENTIFIERS- *ERIC; ERIC Digests

This digest provides information and advice for accessing information from the Educational Resources Information Center (ERIC) database, a federally funded information network designed to provide users with ready access to education literature. It describes the database, the best ways to access ERIC, the thesaurus of ERIC descriptors, and the use of Boolean logic in the database. An ERIC search planning sheet is provided and users are advised to plan their search by: (1) writing the topic in their own words, (2) dividing the topic into two or three basic concepts, (3) using the thesaurus of ERIC descriptors to locate the descriptors that best represent the concepts in the topic, and (4) combining the descriptors by cooperation; community schools and community centers; and enrollment decline and excess space. An appendix provides the participating associations and their membership, organizational structures, and services; and the association assessment instrument. (GR)

ED 434 488 EF 005 509

Industrial Education Ventilation Study. Volume 1: Final Report.
SPONS. AGENCY- Calgary Board of Education (Alberta).; Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- 83
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Air Pollution; Foreign Countries; *High Schools; *Industrial Education; *Junior High Schools; *Poisons; *Ventilation
IDENTIFIERS- *Alberta

A study assessed aspects of ventilation in industrial education facilities in selected junior and senior highs schools in Alberta (Canada). This report describes the purpose of the study and the four test methods used to acquire school specific information. Also discussed are (1) the results of the instructors' perception survey, the ventilation systems' analyses, the dust measurements and the acoustical results; (2) an examination on the critical issues that have arisen from the testing; (3) the related regulations found in Alberta, British Columbia, and Ontario; (4) descriptions of working ventilation standards and developments on what constitutes tolerable exposure limits to airborne toxic substances; and (5) observations made by the study team followed by recommendations on mechanical design changes required, including recommendations regarding basic issues and future research needs. An appendix contains discussions regarding occupational exposure limits for airborne toxic substances. 26 references. (GR)

ED 434 489 EF 005 517

Data Collection Training and Procedures Manual. Building & Educational Technology Assessment. Revised Edition.
PUB DATE- 90
NOTE- 131p.; Project managed by 3DI, Inc., Houston, TX. 3DI Project No.P2001.00.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Data Collection; Educational Technology; Elementary Schools; Elementary Secondary Education; Methods; *Public Schools; Secondary Schools
IDENTIFIERS- *Inventory of Assets; *Texas

A manual has been designed to assist Texas Education Agency investigators in their attempt to take a state-wide inventory of elementary and secondary school facilities and educational technology. This manual examines data collection activities, data storage and maintenance, deliverables, and reporting. Every campus is expected to be inventoried including a room by room inventory of size and condition, a condition rating of all instructional programs for English second language learners and on the relationship between neurological development and language learning is presented as a framework for discussion of methodologies for teaching English effectively. A number of policy considerations for educating this population are outlined. Contains 85 references. (MSE)

ED 434 512 FL 025 987

A Texas Framework for Languages Other Than English.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 259p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; *English (Second Language); *Language Role; *Limited English Speaking; Public Policy; Second Language Instruction; *State Standards; *Statewide Planning
IDENTIFIERS- *Texas

As part of a federally-funded project to develop standards for English language learning in Texas public schools, the framework is designed to provide an intermediate step between state standards for essential knowledge and skills for native speakers of languages other than English (LOTE) and local curriculum development efforts. It is intended as an aid in development of curricular materials that reflect state standards but are tailored to local school districts' and campuses' particular needs and characteristics. An introductory chapter outlines program goals, the philosophy of education for K-12 LOTE education, and the components of the present framework. The second chapter presents eight guiding principles for curriculum design, and the third chapter discusses the definition, measurement, and development of language proficiency in this population. Chapter four summarizes the Texas Essential Knowledge and Skills for Languages Other Than English, the state performance standards for LOTE students, and chapter five addresses policy and program implementation issues, including program length, student placement, block scheduling, class size, language learning strategies, student evaluation, technology use, and program evaluation. Substantial appended materials include sample course outlines and lesson plans and support documentation. Contents are indexed. Contains 30 references. (MSE)

ED 434 513 FL 025 988

Epstein, Ruth
Taming the Cobra: English, Multilingualism, and Language Education in South Africa. A Comparison with Canada.
PUB DATE- 99
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Education; Educational Policy; Elementary Secondary Education; *English; English (Second Language); Foreign Countries; Higher Education; *Language Maintenance; *Language Role; *Multilingualism; *Public Policy;

Secondary Education; Financial Support; Inservice Teacher Education; Instructional Materials; *Language Enrollment; Language of Instruction; *Language Teachers; Language Tests; Languages; National Surveys; *Program Design; Questionnaires; Research Methodology; Scheduling; *Second Language Instruction; *Second Language Programs; Staff Development; Student Evaluation; Teacher Qualifications

A 1996-97 national survey of elementary and secondary schools investigated current patterns and shifts in foreign language enrollment, languages and programs offered, teaching methodologies, teacher qualifications and training, and reactions to national reform issues. An introductory section of the survey report offers background information on this and several previous surveys. The second section outlines key questions to be addressed by the present study. A third section is devoted to explanation of the research methodology used and a demographic profile of the sample surveyed. The bulk of the report is devoted to a summary of results, including numerical data, concerning: number of schools teaching foreign languages; interest in offering language instruction; language enrollment; languages taught; program types; grade levels and minutes per week (elementary schools); levels offered and hours per week (secondary schools); class scheduling during the school day; funding sources (elementary schools); schools having curriculum frameworks or guidelines; sources of language curricula; instructional materials; sequencing/articulation; number of language teachers; teacher qualifications; staff development/inservice training; foreign language use in the classroom (secondary schools); schools' characterizations of their programs; assessment; and standards for language learning. A concluding section contains a discussion of findings. The questionnaires are appended. Contains 9 references. (MSE)

ED 434 533 FL 026 012

Short, Deborah J.; Echevarria, Jana
The Sheltered Instruction Observation Protocol: A Tool for Teacher-Research Collaboration and Professional Development. Educational Practice Report No. 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Observation Techniques; Classroom Research; *Classroom Techniques; *English (Second Language); Faculty Development; Instructional Materials; Limited English Speaking; Material Development; Middle School Teachers; Middle Schools; Program Design; *Research Methodology; *Second Language Instruction
IDENTIFIERS- Content Area Teaching; *Sheltered English

A project to develop an explicit model of sheltered instruction that teachers can use to improve the academic success of their limited-English-proficient (LEP) students is described, focusing on the development of an observation tool for use in the study. The Sheltered Instruction Observation Protocol (SIOP) provides concrete examples of the features of sheltered instruction that can enhance and expand teachers' instructional or Poison?" (Robert Hebdon); (9) "Ethics and the University Professor" (Donald Savage); (10) "Academic Values" (Steven M. Cahn); (11) "Ethics, Collective Bargaining, and the Collective Agreement" (Allan R. Sharp); (12) "Rights and Responsibilities of Faculty: UNESCO Adopts an International Statement" (Donald Savage); (13) "One Union's Response to Technology: A True Dilemma" (Terry Jones and Gerie Bledsoe); (14) "Beyond Technological Determinism" (David S. Birdsell); (15) "Mending the Cracks in the Ivory Tower: Strategies for Conflict Management in Higher Education" (Susan A. Holton); (16) "Emerging Labor Issues" (Vickie A. Gillio); (17) "Campus Bargaining and the Law: The AAUP's Perspective" (Jonathan R. Alger); and (18) "Affirmative Action: Piscataway Township Board of Education vs. Sharon Taxman" (Stephen E. Klausner). Most essays include references. (MDM)

ED 434 554   HE 032 281

Official Cohort Default Rate Guide for FFEL Program and Direct Loan Program Loans, FY 1997.
PUB DATE- 99
NOTE- 308p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Finance; Federal Aid; Federal Programs; Financial Aid Applicants; *Financial Problems; Financial Services; *Loan Default; Loan Repayment; Paying for College; *Postsecondary Education; Sanctions; Student Financial Aid; *Student Loan Programs; Student Responsibility
IDENTIFIERS- *Appeals (Hearings); Department of Education; Family Education Loan Program; Federal Direct Student Loan Program

This guide provides information for use by postsecondary schools on the calculation and use of cohort default rates for the Federal Family Education Loan (FFEL) program and the Federal Direct Loan Program for fiscal year 1997. It defines cohort default rates and reviews how the default rate affects schools' benefits and sanctions. The guide provides an overview of the loan record detail report sent to schools, and also includes detailed information for schools on appeals, including appeal tips, requests for adjustment, erroneous data appeals, improper loan servicing and collection appeals, exceptional mitigating circumstances appeals, and withdrawing an appeal. Other sections of the guide provide guidance on appeals for guaranty agencies, including monthly status reports, requests for adjustment, exceptional mitigating circumstances appeals, erroneous data responses, and loan servicing records responses. Five appendixes include guaranty agency contacts, direct loan servicer contacts, U.S. Department of Education contacts, a list of abbreviations and acronyms, and a form for user comments on the guide. (MDM)

ED 434 555   HE 032 282

MacFarland, Thomas W.
Matriculation Status of Fall Term 1993 Fischler Graduate School of Education and Human Services Students by the Beginning of Fall Term 1998: Campus-Based Students and Distance Education Students by Site. Report No. 99-07.
PUB DATE- 99
NOTE- 35p.; For a related document, see HE 032 284.

Force; Models; Postsecondary Education; *Public Policy; *Racial Differences; Social Problems; Tables (Data); Whites
IDENTIFIERS- *California

This study explored the implications of demographic trends on the quality of the future labor force and on public social expenditures. It also focused on the educational costs and social benefits of educational and immigration policy alternatives designed to close the gap in educational attainment between non-Hispanic whites and Hispanics and blacks. The RAND Education Simulation Model examines U.S. population flows through the primary, secondary, and postsecondary education systems, dividing the nation into two regions California and the rest of the nation with California chosen for the study because it has the largest immigrant and minority populations. The model estimates that in spite of the rapid growth in the percentage of minorities in the nation's population, the educational attainment of the adult population (age 25 and over) will be higher in 2015 than it was in 1990. However, unless further gains are made in the educational attainment of minorities, their share of college-educated entrants into the labor force will decrease. In addition, the educational gap between Asians and non-Hispanic whites vis-a-vis blacks and Hispanics will increase, especially in California. The results suggest that closing this educational gap would pay for itself, particularly in California. Nine appendixes provide detailed statistical tables. (Contains 55 references, 26 figures, and 47 tables.) (MDM)

ED 434 575   HE 032 353

Policy Indicators for Higher Education: WICHE States. Regional Fact Book for Higher Education in the West.
PUB DATE- 98
NOTE- 315p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; College Students; Degrees (Academic); Demography; Educational Attainment; *Educational Policy; *Educational Trends; Employment Patterns; Enrollment; Expenditures; *Higher Education; Income; Minority Groups; Policy Analysis; Population Trends; Regional Characteristics; Research; *State Norms; Student Financial Aid; Tables (Data); Teacher Salaries; Transfer Students; Trend Analysis; Tuition
IDENTIFIERS- *Western Interstate Commission for Higher Education

This report provides statistical data on the state of higher education among the member states of the Western Interstate Commission for Higher Education (WICHE). The purpose of the data is to inform state-level policymaking. It contains regional indicators and projections in regard to population, educational attainment, high school graduation, student migration, higher education participation, college enrollment, participation by minority students, degree production, tuition and fees, household income, student financial aid, state appropriations, higher education's share of state appropriations, per-student expenditures, sources of institutional revenue, faculty salaries, research and development expenditures, and employment by occupational sector. It also contains state-specific indicators and projections for Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. In addition, the report contains short reports on current issues of interest to state and campus decision makers, such as the effects of welfare state priorities; and (5) to achieve purposeful and consistent improvement in performance of higher education systems, a statewide agency must be charged with collecting information about needs and performance and with using that information to build consensus about needed change. (Contains 23 references.) (CH)

ED 434 596 HE 032 374

Policy in Transition: Working toward Systemic Change in Higher Education in the West.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 99
NOTE- 22p.; For related documents, see HE 032 373 and HE 032 376.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Change Agents; Change Strategies; *Educational Change; *Educational Environment; Educational Finance; Educational Objectives; Elementary Secondary Education; Higher Education; Organizational Change; Partnerships in Education; *Policy Formation; Position Papers; Regional Planning; State Aid; State Colleges; State Universities; *Statewide Planning; Strategic Planning; Systems Analysis
IDENTIFIERS- *Systemic Educational Reform; Western Interstate Commission for Higher Education

This document presents information on how the Western states are responding to some of the major policy issues facing U.S. higher education today and on the strategies they have used to implement change. The study, prepared by the Western Policy Exchange Project, defines today's higher education environment as characterized by dynamic global, national, and state economies; increasing demand accompanied by tightening resources; changing demographies; new services and delivery modes; competing market-based models; and changing customer expectations. Other sections in the document include: (1) identify key elements of the systemic change process and list several hypotheses about how state higher education systems change; (2) raise issues of access and changing student demographics; (3) explore the impact of information technology on higher education; (4) note the increasing costs of supporting state colleges and universities and the competing demands on state budgets; (5) review the need for linkages to K-12 education, for outreach programs that reach a wide range of students, and for partnerships with business and industry; and (6) define some of the emerging issues still ahead, including increasing the quality of teacher education; the demographics of a changing student population; problems of affordability and financial aid; the shift toward competency-based education; and the changing role of faculty. (CH)

ED 434 597 HE 032 375

The Statistical Report: Academic Year 1998-99. WICHE Student Exchange Programs.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Finance; Enrollment; Financial Support; Graduate Study; Higher Education; In State Students;

readiness for face-to-face solicitation of major gifts; the theoretical basis of interpersonal communication in gift solicitation; 10 steps to achieving success in major gift solicitation; donor motivational factors; getting an appointment with the prospect; techniques for opening and closing a major gift meeting; the structure of the gift solicitation meeting; dealing with the prospect's objections; major gift communication and stewardship through group cultivation events; the problem of institutional tension as addressed by 20 college/university presidents; the role of power and status in major gift solicitation; and a final review of major decision points in the strategic approach to major solicitation. Section 2 contains 11 case studies, which offer questions designed to facilitate application of the information. Section 3 offers some possible solutions to the questions posed by the case study situations. (DB)

ED 434 615   HE 032 393

Feudo, John A., Ed.
Alumni Relations: A Newcomer's Guide to Success. The Newcomer Series.
PUB DATE- 99
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Alumni; *Alumni Associations; College Administration; Higher Education; Program Development

This book presents 19 chapters on alumni relations. The chapters are: (1) "Alumni Admissions Programs" (Susan Clouse Dolbert); (2) "Alumni Clubs, Chapters, and Branches: Bringing the Institution to the Alumni" (John A. Feudo); (3) "Alumni Records" (Agnes Papke); (4) "Successful Alumni Travel Programs" (Duncan Beardsley); (5) "Board and Volunteer Management" (Gabrielle Korn); (6) "Alumni Career Services" (Leonard M. Contardo, Jr.); (7) "Alumni Community Service Programs: Beginning or Bettering Your Alumni Association's Community Service Program" (Ed Trifone); (8) "Continuing Education" (Dawn M. Dempsey); (9) "Homecoming" (Sheila M. McDaniel); (10) "Activating an Effective Alumni Legislative Network" (Margaret Sughrue Carlson and Les Heen); (11) "Building an Effective Alumni Merchandise Marketing Program" (R. Wayne McDaniel); (12) "Membership Programs" (Loren R. Taylor); (13) "Reunions" (Dan White); (14) "Collaborations Between Student Affairs and Alumni Relations" (Margaret R. Jablonski); (15) "SAA: Student Involvement in the Alumni Profession" (Keith E. Brant); (16) "Technology in Alumni Relations" (Andrew B. Shaindlin); (17) "Working with Other Departments" (Janet C. Emery); (18) "Young Alumni Programming: Transforming Our Future Today" (Innes van Nostrand); and (19) "Career Paths" (Peter E. Steiner). (Contains 66 references.) (DB)

ED 434 616   HE 032 394

Sevier, Robert A.
Integrated Marketing for Colleges, Universities, and Schools: A Step-by-Step Planning Guide.
PUB DATE- 98
NOTE- 220p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

This document presents federal student loan cohort default rates for postsecondary institutions including, two- and four-year colleges, universities, church-affiliated schools, historically black colleges and universities, tribally controlled schools, and proprietary vocational schools. Each listing, sorted by Office of Postsecondary Education (OPE) code, contains the institution's name, address, a code indicating program length, type of school (proprietary, public, private), numbers of borrowers in default and in repay for each of the 3 years (fiscal years 1995, 1996, and 1997), the default rate, and the program rate (federal family education loan rate, direct loan rate, and dual rate). (DB)

ED 434 637   HE 032 415

Assessment Update: The First Ten Years.
PUB DATE- 99
NOTE- 530p.; "Featuring Complete Collections of Columns from: Trudy W. Banta, Editor, 'Editor's Notes'; Peter T. Ewell, 'From the States'; Jeffrey A. Seybert, 'Community College Strategies'; Peter J. Gray, 'Campus Profiles'; Gary R. Pike, 'Assessment Measures'."
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; *Educational Assessment; Educational Policy; *Educational Trends; Evaluation Methods; Higher Education; Opinions; *Program Evaluation; Trend Analysis

This document provides complete collections of columns from the journal "Assessment Update" for the past 10 years. By-lined columns from Trudy W. Banta, Editor, include articles on: (1) encouraging faculty involvement in assessment; (2) the growing variety of assessment methods; (3) assessment in response to external pressures: performance funding in Tennessee; (4) some national assessment issues; and (5) international perspectives on assessing quality in education. Thirty-one articles from Peter T. Ewell include: (1) "The Current Pattern of State Assessment Initiatives"; (2) "Mandated Assessment: A Look in the Cultural Mirror"; (3) "'Program Excellence' in Ohio: An Indirect Approach to Assessment"; (4) "So Are They Really Going Away"; and (5) "Technology Facilitates National Data Collection Strategies." Fifteen articles from Jeffrey A. Seybert include: (1) "How To Initiate an Assessment Program"; (2) "Assessment of Noncredit Continuing Education and Community Service Programs and Courses"; (5) "Assessment at Two-Year Institutions"; and (4) "A New Paradigm for Evaluating Transfer Success." The 33 "Campus Profiles", written by Peter J. Gray, present case studies that suggest that in order for assessment to be successfully institutionalized on a campus, they must be made a priority over an extended period by central and departmental leaders. Thirty-two articles by Gary R. Pike include articles on general education, critical thinking, surveys, writing assessment, major field, assessment resources, and enrollment management. (DB)

ED 434 638   HE 032 416

Medical Education and Research Costs (MERC). Recommendations on Distribution of PMAP/PGAMC Funds. A Report to the Minnesota Legislature.
PUB DATE- 98
NOTE- 19p.; For related documents, see HE 032 417-418.
LANGUAGE- English

section of the document describes NLE FY 1998 accomplishments in the following areas: (1) customer service; (2) customer profile; (3) customer geographic origin; (4) how customers reach NLE; (5) an overall view of NLE operations; (6) reference center; (7) customer requests; (8) customer categories by program; (9) ED Reference Center performance; (10) customer satisfaction; (11) ERIC; (12) INet: the Department's World Wide Web presence; (13) EDPubs: Education Publication Center; (14) NCEF (National Clearinghouse for Education Facilities); (15) NEN; (16) USNEI; (17) marketing research and outreach; and (18) research projects. A list of NLE contacts is included. (MES)

ED 434 658   IR 057 502

Shaw, Beth Hansen
Managing Electronic Resources: A Survey of Current Practices in Academic Libraries.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Access to Information; Computer Security; Databases; Electronic Mail; Higher Education; Information Technology; *Internet; Library Personnel; *Library Policy; *Library Services; Library Surveys; Questionnaires; Reference Services; Use Studies; Users (Information)
IDENTIFIERS- *Electronic Resources; Technology Utilization; Web Sites

This document reports results of an online survey that examined practices and procedures in the management of electronic resources in 65 academic library reference departments. Responses are related to: (1) student population; (2) library use by community people; (3) number of public access workstations, workstations with World Wide Web access, and printers; (4) charging for printing; (5) online subscriptions based on IP (Internet Protocol) address, password, or student identification; (6) password security; (7) proxy servers; (8) offering off-campus students access to library databases without a proxy server; (9) desktop security; (10) use of signup sheets, time limits, identification, filtering software, age limits, and passwords for Internet workstations; (11) use of library workstations by patrons for email, games, chat rooms, or word processing; (12) limitations on Internet use by community people; (13) access to the Internet by community people from other locations on campus; (14) problems with patrons viewing pornography; (15) positions in library responsible for responding to email reference questions; (16) positions responsible for assisting with library technical problems; (17) positions responsible for purchase decisions of online database subscriptions; (18) positions responsible for implementation of online databases; (19) positions responsible for web design and implementation; and (20) library autonomy concerning computing infrastructure. (MES)

ED 434 659   IR 057 503

The Challenge To Be Relevant in the 21st Century: Abstracts and Full Text Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Pretoria, South Africa, June 1-5, 1998), Volume 18.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Competition; Cost Effectiveness; Foreign Countries; *Government Role; Higher Education; Information Technology; Internet; Library Automation; *Library Development; Library Funding; *Library Role; *Library Services; *Marketing; Models; *Organizational Change
IDENTIFIERS- Pricing; Technology Integration

This paper discusses changes in technology in libraries over the last decade, beginning with an overview of the impact of databases, the Internet, and the World Wide Web on libraries. The integration of technology at Delft University of Technology (Netherlands) is described, including use of scanning technology, fax, and e-mail for document supply, development of a maritime knowledge center, and diversification of products and services. Pricing of new services and products is then addressed, including development of a model that breaks down costs and earnings, as well as the importance of this analysis for policy decisions, benchmarking, and accounting for government subsidies. The relationship between government and the market in the Netherlands is considered, focusing on the possible market role of a governmental body, i.e., the hybrid organization. The Delft Library, a hybrid organization, has chosen organizational sustainability, which blends subsidy and profit. The need to compete and make profit keeps the library on its toes, while a subsidy enables it to maintain an information infrastructure that is available to the community, thus preventing a social division between information "have's" and "have-not's." (MES)

ED 434 677 IR 057 521

Premkamolnetr, Nongyao
Collaboration between a Technological University Library and Tenant Firms in a Technology Park in Thailand: New Challenges for Librarianship in a Developing Country.
PUB DATE- 98
NOTE- 13p.; In: The Challenge To Be Relevant in the 21st Century: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Pretoria, South Africa, June 1-5, 1998), Volume 18; see IR 057 503.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Business; Cooperative Programs; Developing Nations; Foreign Countries; Higher Education; Information Needs; Information Seeking; *Information Services; Information Utilization; *Institutional Cooperation; Internet; Interviews; *Library Role; Models; *School Business Relationship; Shared Library Resources
IDENTIFIERS- Australia; Intermediaries; Thailand

The main objective of this research was to develop a suitable model for a Thai university library in information provision to tenant firms in the first Thai technology park. Such a model, which was based on Australian data, was fine-tuned to meet local Thai social and economic conditions. The research process investigated many issues with tenants in five Australian technology parks, including information needs, information use, information seeking behavior, information perception, librarian roles, and characteristics of required information services; the library information services that are already offered to the Delivery of Instruction. An honorable mention is also contained. Section 2 includes the description of three programs that won awards for Initiatives that Focus on Student Learning. One program won an honorable mention. Section 3 includes edited versions of the entrants in the category, Staff Development Initiatives on Campus to Develop Instructional Leadership. No awards were given in this category. Section 4 includes the description of one program that won the award for Initiatives on Campus that Develop a Climate Supportive of Change. In all, 70 programs are described, including abbreviated descriptions of all programs that were submitted for consideration. Each program cites the institutional contact person, the college address and phone number, and the name of the CEO. An index of participating colleges is contained at the end of the book. (UWC)

ED 434 697 JC 990 631

Gess, Donald, Ed.; Gess, Susan, Ed.
Community College Exemplary Initiatives, Volume IX, 1997-1998.
PUB DATE- 98
NOTE- 365p.; For volumes VI-VIII, see ED 396 782, JC 990 625, and JC 990 630.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Awards; *Community Colleges; Educational Assessment; Program Content; Program Descriptions; Program Design; Program Effectiveness; *Recognition (Achievement); Two Year Colleges

This volume describes outstanding community college programs corresponding to the four categories in which programs were originally submitted to the National Council of Instructional Administrator's (NCIA) Annual Exemplary Initiative Awards. Section 1 includes the description of the program that won the award for Exemplary Initiatives in the Classroom. An honorable mention is also contained. Section 2 includes a description of the program that won the award for Exemplary Initiatives in the Use of Technology and the two programs that won honorable mentions. Section 3 includes the description of two programs that won awards in the category, Exemplary Initiatives in Partnerships and Linkages. One honorable mention is included. Section 4 includes a description of the program that won the award for Exemplary Initiatives in Changing the Campus Climate and the Culture and the two programs that won honorable mentions. In all, 224 programs are described, including abbreviated descriptions of all programs that were submitted for consideration. Each program cites the institutional contact person, the college address and phone number, and the name of the CEO. An index of participating colleges is contained at the end of the book. (UWC)

ED 434 698 JC 990 632

Shaw, Kathleen M., Ed.; Valadez, James R., Ed.; Rhoads, Robert A., Ed.
Community Colleges as Cultural Texts: Qualitative Explorations of Organizational and Student Culture. SUNY Series, Frontiers in Education.
PUB DATE- 99
NOTE- 256p.; Published by State University of New York Press, Albany.
LANGUAGE- English

which there are 7) and annexation elections. The second part deals with the general powers and duties of districts. It discusses districts as corporate entities, their legal names, and the various powers, duties and responsibilities of the board of trustees. The board has power much akin to that of a chief executive officer. Its role is largely financial, as they must handle much of the districts finance and prepare estimates of spending and taxes for the coming year. The second part also deals with public safety officers and police officer on college campuses, and their power, responsibilities, and jurisdiction within the college. (JA)

ED 434 717 JC 990 653

Abou-Sayf, Frank, Ed.
Institutional Research Bulletin, 1993.
PUB DATE- 93
NOTE- 10p.; Colored pages may not photocopy well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bulletins; Community Colleges; Educational Change; Enrollment; *Institutional Characteristics; *Institutional Research; Newsletters; Outcomes of Education; Program Evaluation; Research Reports; Self Evaluation (Groups); Surveys; Two Year Colleges
IDENTIFIERS- *University of Hawaii Kapiolani Community College

The "Institutional Research Bulletin" is a collection of research summaries relating to Kapi'olani Community College (KCC) in Hawaii. Highlights from the 1993 volume (September-December) include: (1) the number of students in art classes and programs increased from 1988-1992; (2) the results of a survey about how health students find out about KCC programs; (3) a fall 1993 enrollment summary for record enrollment of 7,452; (4) half of KCC students prefer image learning to word learning based on a study; (5) focus groups were a useful research method for obtaining student opinion in health programs; (6) English 22 was found to be an effective preparation for English 100; (7) students were satisfied with hands-on tutorials, based on Problem-Based Learning colloquium in health education; (8) distance education courses have been effective, despite lack of interaction and technological problems; (9) the Pre-Education Advisement Program, founded in 1988, has been successful in increasing number of transfer students to the College of Education; (10) study of enrollment patterns revealed that new students often enroll in courses without prerequisites; (11) results of a comparative analysis of University of Hawaii (UH) community colleges based on centrality, efficiency and effectiveness; and (12) a study indicated sufficient interest in the pre-engineering program. (RDG)

ED 434 718 JC 990 654

Abou-Sayf, Frank, Ed.
Institutional Research Bulletin, 1994.
PUB DATE- 94
NOTE- 18p.| Colored pages may not photocopy well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bulletins; Community Colleges; Educational Change; *Educational Finance; Enrollment; *Institutional

Characteristics; *Institutional Research; Newsletters; Outcomes of Education; Program Evaluation; Research Reports; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *University of Hawaii Kapiolani Community College

The "Institutional Research Bulletin" is a collection of research summaries relating to Kapi'olani Community College (KCC) in Hawaii. Highlights from the 1994 volume (February-December) include: (1) the Health Science Entry survey; (2) learning from student writers in developmental English; (3) factors affecting academic performance in biology; (4) spring 1994 enrollment summary; (5) study of student overbooking of courses; (6) demand for social science offerings; (7) status of the KCC library collections; (8) units earned as a basis for registration priority; (9) program health indicator definitions; (10) resources for repeating math courses; (11) size and student performance in English; (12) completion rates in mathematics; (13) Group Instructional Feedback Technique; (14) KCC operating budget; (15) counseling effectiveness survey; (16) reading habits--faculty and student perception; (17) factors affecting academic performance in zoology; (18) fall 1994 enrollment summary; (19) liberal arts success rates after math and English; (20) fall 1994 registration trends; (21) mail-in registration trends; (22) performance of hospitality industry graduates; (23) smoking behavior among health majors; (24) where do KCC students come from?; (25) ability of KCC placement tests to predict academic status; (26) prerequisite status of English 100; (27) withdrawal patterns; and (28) index of "Institutional Research Bulletin," Volume 2 authors and titles. (RDG)

ED 434 719 JC 990 655

Abou-Sayf, Frank, Ed.
Institutional Research Bulletin, 1995.
PUB DATE- 95
NOTE- 16p.; Colored pages may not photocopy well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bulletins; Community Colleges; Educational Change; Educational Finance; *Enrollment; *Institutional Characteristics; *Institutional Research; Newsletters; Outcomes of Education; Program Evaluation; Research Reports; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *University of Hawaii Kapiolani Community College

The "Institutional Research Bulletin" is a collection of research summaries relating to Kapi'olani Community College (KCC) in Hawaii. Highlights from the 1995 volume (February-December) include: (1) spring 1995 enrollment summary; (2) student performance in unpublished classes; (3) performance of KCC students at the University of Hawaii-Manoa's business program; (4) counseling effectiveness; (5) grades in the pre-business program; (6) demographics of ESL students; (7) Waikiki small business survey; (8) impact of overbooking in math courses; (9) comparison of reading habits by major; (10) factors affecting academic performance in radiologic technology; (11) outcomes of ESL students; (12) honor student academic performance; (13) fall 1995 enrollment summary; (14) predictors of student academic success; (15) job placement needs of students; (16) a method to evaluate respiratory care equipment textbooks; (17) factors related to academic status and success; (18) English and math as predictors of performance in pre-business; (19) needs of students on probation; (20) conferment of Associate of

Aiming for Accountability: Oregon. Reaching Results.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 47p.; Compiled by the Harvard Family Research Project (HFRP) Results-Based Accountability Project. For related documents, see PS 027 933-941.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Case Studies; Program Descriptions; Program Design; Program Development; Program Evaluation; Program Implementation; State Action; *State Programs; *Welfare Services
IDENTIFIERS- Family Resource and Support Programs; *Oregon

Interest is growing in planning and implementing new systems of holding child and family services accountable for results. The Results-Based Accountability (RBA) Project at the Harvard Family Research Project (HFRP) has supported and built upon recent state efforts to develop these new accountability systems for child and family services. The RBA reports, including this case study, are intended to help share insights and experiences in designing and implementing RBA systems. This report on RBA in Oregon begins with a brief overview, which summarizes the key points in the case study. A section of sociodemographic information and information about the state's governance structure directs the reader to unique qualities of the state that have helped to influence its RBA work. A timeline of the most critical events in the design and implementation of RBA efforts is included, along with a list of the key terms and concepts used in the state. Each separate RBA effort is described in detail, including its history and impetus, those who initially sponsored the effort, and the legal mechanism behind the effort. In addition, the early champions and actors involved in each effort and the funding sources and resources that support the effort are noted, and the governance and coordination between this effort and any others that may exist are described. The design and implementation of each effort are also described in detail, including information about the planning of the effort; the selection of goals, indicators, and targets; the collection of data; and the ways in which stakeholders were involved. The report describes the state infrastructure that supports the effort, such as staff, computer resources, and training. Where applicable, the report describes the way in which program evaluation links to the RBA effort. Each section also includes information about how each effort is being used. The uses include planning, citizen engagement, programming, budgeting and contracting, and communication. A list of key contacts is provided, and a final section describes in detail the objectives, scope, and methodology of the study. The report includes a table summarizing points of distinction among RBA efforts in the eight states studied. (EV)

ED 434 737 PS 027 940

Horsch, Karen
Aiming for Accountability: Vermont. Reaching Results.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 38p.; Compiled by the Harvard Family Research Project (HFRP) Results-Based Accountability Project. For related documents, see PS 027 933-941.
LANGUAGE- English

and a parent survey. A survey of the literature revealed potential solutions to self-esteem problems, including experiencing self-accomplishment through real effort, feeling valued at home and school, and learning interpersonal and intrapersonal skills. The 4-month intervention was comprised of a program incorporating weekly cooperative learning activities and teaching to the multiple intelligences. Weekly student journal entries were also included to encourage student reflection. Assessment methods of program effectiveness included a modified student survey, teacher anecdotal records, and student journal entries. Post-intervention data revealed an increase in students' self-esteem, an improvement in attitudes about school, more positive feelings about self, development of friendship skills, and an improvement in independent work completion. (Four appendices include the parent questionnaire, student survey, and teacher survey. Contains 16 references.) (Author/KB)

ED 434 754 PS 027 988

Burton, Leon H.
An Explicit or Implicit Curriculum: Which Is Better for Young Children?
PUB DATE- 98
NOTE- 10p.; Paper presented at the World Congress of the Organisation Mondiale pour l'Education Prescholaire (OMETP) (22nd, Copenhagen, Denmark, August 13-16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childhood Needs; *Elementary School Curriculum; Elementary School Students; Grade 1; Hidden Curriculum; *Instructional Effectiveness; Kindergarten; Kindergarten Children; *Preschool Curriculum; Primary Education; Teaching Methods; Young Children
IDENTIFIERS- *Explicit Instruction

An explicit curriculum is one that has been carefully designed, pilot tested by teachers and students, and then presented or published. An implicit curriculum is one that is crafted within the thinking processes of individual teachers but not written down or published, and therefore not able to be replicated by others. Based upon the assumption that the curriculum approach used in educating young children should be based on goals for guiding their education in a systematic way, this paper addresses the relative value of explicit and implicit curriculum approaches for young children. The paper uses the definition of curriculum from the National Association for the Education of Young Children as a basis for comments regarding explicit and implicit curricula in the following areas: (1) subject area knowledge structures, presenting examples of content frameworks, for mathematics, science and health, and music; (2) sequential learning; and (3) uniformity and consistency of educational experience. The paper concludes by noting that it is the integration of four considerations--the learner, knowledge, personal and social development, and instruction--that determines the quality of educational encounters presented to young children. To over- or under-emphasize any one consideration may produce a flawed curriculum and instructional program. (KB)

ED 434 755 PS 027 994

Symons, Sonya; Reynolds, P. Lee
Middle School Students' Information-Seeking Skills and Metacognitive Awareness.
PUB DATE- 99
NOTE- 12p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Comparative Analysis; Early Adolescents; Foreign Countries; *Information Seeking; *Metacognition; *Middle School Students; Middle Schools; *Search Strategies; Student Surveys; *Textbooks

Little is known of children's knowledge of text search processes and the role of metacognition. This study examined middle school students' knowledge of text search strategies and the correlation between metacognitive awareness and search efficiency. Sixty-nine students in sixth, seventh, and eighth grade were observed as they searched in an informational book for answers to six questions. For five questions, students could use a relatively simple locate strategy because the questions contained terms that were indexed in the book. The sixth question required students to generate a term that might be located in either the index or table of contents. Students also completed a survey assessing their awareness of the relative utility of text features for locating information. The survey asked students to list text features that they would use to locate an answer to a specific question and to rate the utility of 15 standard textbook features. Students also completed the Metacognitive Awareness Inventory, a questionnaire designed to measure regulation and knowledge of cognition. The findings indicated that students were successful and fast at locating answers to the five questions containing indexed terms, but much less successful with a question that did not lead to an entry in the index. The strategies used to locate the information were rated on a scale comparing the students' search to that of an ideal strategy; students were more strategic with indexed questions than with the non-indexed question. The two scales of the Metacognitive Awareness Inventory were correlated with search performance and strategy ratings and were predictive of search efficiency and strategy. (KB)

ED 434 774 PS 028 055

Highland, Sara; McNally, Paulette; Peart, Marci
Improving Student Behavior through the Use of the Multiple Intelligences.
PUB DATE- 99
NOTE- 55p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Change; Behavior Problems; Change Strategies; Cooperation; Early Childhood Education; Elementary School Students; Grade 1; Kindergarten Children; *Multiple Intelligences; Preschool Children; Program Effectiveness;

Report.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 89p.; Project Number RD-32.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- American Indian Culture; *American Indians; Cross Cultural Training; *Cultural Relevance; Delivery Systems; *Disabilities; Human Services; *Independent Living; Outreach Programs; *Professional Training; Workshops
IDENTIFIERS- Access to Services; *Action Plans

This report describes a project to promote independent-living outreach services that are culturally relevant for American Indians and Alaska Natives with severe or significant disabilities. A pilot training workshop conducted in Aztec, New Mexico, focused on the importance of service providers understanding American Indian culture and on independent-living strategies for outreach. At the close of the workshop, participants developed Blue Print for Action Plans. Progress outcomes were measured by a 1-month, 3-month, and 6-month evaluation of each action plan and its efficacy. Evaluations described completion of action plan steps, resources used, any revision of steps, barriers encountered and how they were overcome, and exciting aspects of the action plan. Evaluation results revealed that 43 percent of participants had to revise their action plans because of barriers associated with "finding American Indian consumers" due to isolated areas of the reservation and cross-cultural communication problems. A common solution to these barriers was "persistence in outreach services." Results indicate that 44-56 percent of participants who used the pilot training workshop methods for over 6 months increased their level of independent-living service delivery to American Indian clients. Appendices include the workshop agenda, evaluation forms for the workshop and action plans, handouts, a timeline, and the project advisory committee. (Contains 18 data tables and figures.) (SV)

ED 434 792 RC 022 116

Inter-American Foundation: 1997 in Review. October 1, 1996, to September 30, 1997. Building Partnerships.
PUB DATE- 97
NOTE- 41p.; Photographs may not reproduce adequately. For 1996 report, see ED 410 075.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Community Action; Community Cooperation; Community Development; Corporate Support; *Economic Development; Economically Disadvantaged; Fellowships; Foreign Countries; *Grants; Higher Education; *International Programs; Nongovernmental Organizations; Program Descriptions; Rural Development; Self Help Programs
IDENTIFIERS- Caribbean; *Inter American Foundation; International Aid; *Latin America

This report summarizes 1997 activities of the Inter-American Foundation (IAF), an independent agency of the U.S. government. The IAF promotes equitable, participatory, and sustainable self-help development in Latin America and the Caribbean by awarding grants directly to local organizations, as well as by entering

NOTE- 0p.; For other videotapes in this series, see SE 062 827-830 and SE 063 188.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Astronomy; Elementary Education; *Energy; Hands on Science; Heat; Light; *Science Activities; Science and Society; Science Instruction; Scientific Concepts; Solar System; *Space Sciences; *Stars; Videotape Recordings
IDENTIFIERS- Sun

This 23-minute videotape features information, for children in grades K-4, about stars including their composition, brightness, and location. How stars are formed, why they seem to move across our sky, and how humans have used their patterns to form the constellations are discussed. A hands-on activity related to the reflecting telescope is also presented. This program is based on the concepts outlined in the National Science Education Content Standards for Earth Science: Properties of Earth Materials, Objects in the Sky, and Changes in Earth and Sky. (WRM)

ED 434 816 SE 062 830

Space Science for Children: All about the Earth Videotape .
PUB DATE- 99
NOTE- 0p.; For other videotapes in this series, see SE 062 827-829 and SE 063 188.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Astronomy; Earth Science; *Ecology; Elementary Education; *Environmental Education; Hands on Science; *Science Activities; Science and Society; Science Instruction; *Scientific Concepts; *Space Sciences; Videotape Recordings
IDENTIFIERS- *Earth

This 23-minute videotape gives children (grades K-4) a close-up look at what makes the third planet from the sun so special. The answers to the following questions are discussed: (1) Why is there life on Earth? (2) What is our planet made of? and (3) How does the Earth fit into the rest of the universe? A hands-on activity that describes how to build a biosphere is also included. This program is based on the concepts outlined in the National Science Education Content Standards for Earth Science: Properties of Earth Materials, Objects in the Sky, and Changes in Earth and Sky. (WRM)

ED 434 817 SE 062 849

Bennof, Richard J.
What is the Level of Federal Science and Engineering Support to Historically Black Colleges and Universities? Issue Brief.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Black Colleges; *Black Institutions; *Blacks; *Engineering; *Federal Aid; Financial Support; Higher Education; Science Education

This Issue Brief summarizes statistics on Historically Black

Global Visions. Teaching Suggestions and Activity Masters for Unit 3: Economic Freedom: Who's Got It, Who Doesn't.
PUB DATE- 97
NOTE- 14p.; Full-sized wall poster is not available from EDRS. Color photographs may not reproduce clearly. For related units, see SO 029 699-700.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Context; Economic Change; *Economic Development; *Economics; *Economics Education; Foreign Countries; *Global Approach; High Schools; Maps; Social Studies; Youth
IDENTIFIERS- *Economic Growth; *Global Issues

This is a classroom-ready program that examines the worldwide push for economic freedom as a way of helping students understand its relationship to economic growth. This program is designed to supplement social studies courses in economics, government, U.S. and world history, world cultures, and geography. The unit contains a newsletter for students in grades 9-12, four reproducible activity masters contained in a four-page teacher's guide, and a full-color map, "Economic Freedom: Who's Got It, Who Doesn't," presented as a full-sized wall poster. The learning objectives are: (1) to define 'economic freedom' (or 'economic liberty') and to explain how it might affect economic growth; (2) to explain why increased economic freedom might be unsettling to some Chinese workers; (3) to cite at least one provision in the U.S. Constitution that supports the concept of economic freedom; (4) to explain five components of economic freedom; (6) to describe how today's global economy differs from those of earlier centuries; (7) to suggest how studies of economic behavior help us understand consumers; (8) to explain why it is important for global companies to pay attention to local values; and (9) to describe at least two factors that would make a nation's economic climate attractive to investors. (BT)

ED 434 841 SO 029 708

Warner, Rachel, Ed.
Voices from Angola = Vozes de Angola. African Voices Series.
PUB DATE- 95
NOTE- 37p.; Title and selected text in four languages: English, Portuguese, French, and Lingala. For related items in the African Voices series, see SO 029 709-711.
LANGUAGE- English; Portuguese; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- African Culture; *African History; Area Studies; Childrens Writing; Colonialism; Cultural Context; Developing Nations; Elementary Secondary Education; Foreign Countries; Global Education; Multicultural Education; *Personal Narratives; *Refugees; *Relocation; Social Studies; *Youth
IDENTIFIERS- *Angola; England

This dual-language (Portuguese and English) collection of autobiographical writing by refugees from Angolan children and

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OCRES01 * RESTART:FICHE 2 2 CKPT: 1 1387 8 0 1 0 0

DESCRIPTORS- *History Instruction; *Humanitarianism; Intermediate Grades; *Presidents of the United States; Primary Sources; Secondary Education; Social Studies; *United States History; *World War I
IDENTIFIERS- Depression (Economic 1929); *Historic Sites; *Hoover (Herbert); Iowa; National Register of Historic Places

The life and experiences of Herbert Hoover are examined in this lesson from the period when he was growing up in Iowa to when he was the administrator of aid to starving and suffering children in Europe during World War I. The lesson about Hoover as a Quaker schoolboy and as administrator of the Belgian Relief Commission is based on the National Register of Historic Places registration files, "Herbert Hoover National Historic Site" and "West Branch Commercial Historic District," and materials from Herbert Hoover National Historic Site. This lesson may be used in connection with studies of World War I, as an introduction to Herbert Hoover's presidency and the Great Depression, or in a unit devoted to citizenship. The lesson is divided into the following teaching activities sections: (1) "Locating the Site: Maps"; (2) "Determining the Facts: Readings"; (3) "Visual Evidence: Images"; and (4) "Putting It All Together: Activities." (BT)

ED 434 863 SO 030 956

Gulati-Partee, Gita, Ed.; Finger, William R., Ed.
Critical Issues in K-12 Service-Learning: Case Studies and Reflections.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; Hitachi Foundation, Washington, DC.; Corporation for National Service, Washington, DC.
PUB DATE- 96
NOTE- 243p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Case Studies; Citizen Participation; *Citizenship Education; Program Implementation; *School Community Programs; *Service Learning; *Student Participation; Student Volunteers

This compilation includes practical and transferable principles that can be used by service-learning practitioners. The 39 case studies and personal essays in the compilation are organized around critical issues in strengthening long-term institutional and community support for K-12 service-learning programs. Each article describes how the issue has been addressed in a particular program and outlines successes and challenges, strategies used, and resources leveraged. Some of the articles in the compilation are: "Opening the Dialogue between Schools and Community" (Jennie Niles; William Finger); "Defining Community" (Barbara Wysocki); "Designing Meaningful Projects That Meet Community Needs" (Johnny Irizarry); "Sustaining Service-Learning through Political Change" (Fritz Crabb); "Integrating Service-Learning into the School Culture" (Joan Braun); "Service-Learning as Educational Reform" (Andrew Furco); "Matching Students with Service Sites" (Kathy Heffron); "Fundraising and Collaboration" (Janis Fries-Martinez); "Evaluation Helps Programs Function Better" (L. Richard Bradley); "Integrating Service-Learning across the Curriculum" (Dennis Brunton); "Under Construction: Knowledgeable, Committed, and Active Citizens" (Helen A. Finken); "Reflection Leads to Real Learning" (Wayne Harvey); "Training Faculty in the Principles and Practice of Service-Learning" (Elizabeth Gibbs); "Coaching Students to Be Leaders" (Lana Borders Hollinger); "Parents as Partners in Youth Programming" (Brenda

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict Resolution; *Cross Cultural Training; Cultural Awareness; *Cultural Differences; Diversity (Student); Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; Problem Solving; *Teacher Attitudes; *Teacher Improvement; Teachers

The Bridging Cultures Project is a collaboration among several researchers and teachers (n=8) to design professional development activities on the topic of cross-cultural understanding. During the fall of 1996, participating teachers will be given a pre-assessment and post-assessment. The assessments are designed to give some information on how teachers construe cross-culture conflicts before and after they participate in the program's professional development activities. Teachers read and comment upon brief scenarios depicting a problem situation that would likely be resolved differently, depending on the person's culture-based value system. Then, teachers are asked to imagine how a typical parent from a specific ethnic group might resolve the problem. Teachers' responses before and after the workshops will give insights into the effectiveness of the workshops and into the ways that attitudes, perceptions, and knowledge can be influenced. At the end of the pre-assessment session, teachers will complete a questionnaire that gives essential information about their education, teaching experience, and language background and the ethnic composition of their classrooms. This will be helpful in understanding the perspectives they bring to analyzing the scenarios on the pre- and post-assessments. The appendixes contain the Bridging Cultures pre-assessment, post-assessment, and participant questionnaire. (SM)

ED 434 883 SP 038 818

Kansanen, Pertti, Ed.
Discussions on Some Educational Issues VIII. Research Report 204.
PUB DATE- 99
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Educational Research; Elementary School Mathematics; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; Higher Education; *Knowledge Base for Teaching; Mathematics Teachers; Preservice Teacher Education; Problem Solving; Student Teachers; Teacher Attitudes; Teacher Researchers; *Teaching (Occupation); Textbooks
IDENTIFIERS- Finland; Teacher Knowledge; *Teacher Thinking

This book contains six papers: "Studying the Teachers Life and Work" (Ivor F. Goodson); "Mindful Orientation in Teachers' Pedagogical Thinking" (Jukka Husu); "The Way Thinking is Once Again" (Pertti Kansanen); "Preparing Prospective Elementary Teachers to Teach Mathematics: A Problem-Solving Approach" (Frank K. Lester, Jr. and Diana V. Lambdin); "Individual Differences in the Criteria of Optimal Readability of Textbooks" (Jan Mikk); and "The Pathic of Pedagogical Practice" (Max van Manen). (All papers contain references.) (SM)

ED 434 884 SP 038 819

Martin-Kniep, Giselle O.
Capturing the Wisdom of Practice. Professional Portfolios for Educators.

SPONS. AGENCY- Department of Agriculture, Washington, DC.
PUB DATE- 96
NOTE- 88p.; Related videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cancer; Child Health; Comprehensive School Health Education; Eating Disorders; *Eating Habits; *Health Promotion; Heart Disorders; High School Students; High Schools; Hypertension; *Nutrition Instruction; Physical Health; Public Schools; Secondary School Teachers; Student Behavior; Students
IDENTIFIERS- Florida; Food Labels; Food Selection; Health Behavior; Vegetarianism

This teacher's guide is part of a multiculturally sensitive teaching package to promote health-enhancing nutrition concepts for Florida public high school students. These nutrition promotion materials are intended to be incorporated into life skills management, home economics, physical education, or life science classes. The guide includes strategies to enhance coverage of topics included in the related 30-minute videotape, "High Five." The videotape incorporates high need and interest nutrition topics within a format preferred by high school students. It is intended to spark high school students' interest. Topics included in the videotape are preparing quick, healthy meals and snacks with an emphasis on: proportion of calories from protein, fat, and carbohydrates; what constitutes a balanced meal; and eating healthy on the run. The videotape also discusses the long-term health consequences of an unhealthy diet, nutrition and fitness, eating disorders, and food and the environment. The 10 educational plans included in the guide are: (1) "Eating Healthy with the Food Guide Pyramid"; (2)" Eating Healthy on the Run"; (3) "Reading Food Labels"; (4) "Diet and Heart Disease"; (5) "Diet and Hypertension"; (6) "Diet and Cancer"; (7) "Healthy Vegetarian Diets"; (8) "Compulsive Overeating"; (9) "Acting on Bulimia Nervosa"; and (10) "Starving for an Appetite--Anorexia Nervosa." (SM)

ED 434 902 TM 030 129

Ahearn, Charles, Ed.; Nalley, Donna, Ed.; Casbon, Christy, Ed.
Assessment Hotspots, 1998.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 65p.; Photographs and color pages may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demonstration Programs; *Educational Assessment; Educational Change; Elementary Secondary Education; Federal Aid; *Research and Development; *School Districts; School Restructuring; State Programs; *Student Evaluation
IDENTIFIERS- Reform Efforts; *SouthEastern Regional Vision for Education

SouthEastern Regional Vision for Education (SERVE) is one of the 10 federally funded regional educational laboratories. This annual publication captures and shares the experiences of SERVE school districts that have volunteered to share their efforts at assessment reform. This issue contains the following: (1) "We Never Get over the Fear of Failure: R&D on the Road with Nancy McMunn" (Nancy McMunn); (2) "Head & Heart into

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Educational Innovation; *Educational Practices; Elementary Education; *Elementary School Teachers; *Mathematics Instruction; *Teaching Methods
IDENTIFIERS- *National Council of Teachers of Mathematics

This book demonstrates how elementary school teachers have involved their students in the process of learning mathematics in ways that are consistent with the standards established by the National Council of Teachers of Mathematics (NCTM). The innovative strategies described have in common that they involve students actively in their own learning. The chapters are: (1) "Introducing the NCTM Standards"; (2) "Best Practices"; (3) "Putting It All Together: A Real-Life Problem Is Solved"; (4) and "Common Characteristics." Appendixes contain the names and addresses of the profiled educators and a list of 18 suggested readings. (SLD)

ED 434 924 TM 030 176

Delaware Student Testing Program: A Score Results Guide for Boards and Administrators.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Achievement Tests; Administrators; Elementary Secondary Education; Language Arts; Mathematics; Mathematics Achievement; Scores; State Programs; *State Standards; Test Construction; Test Format; *Test Interpretation; Test Results; *Testing Programs
IDENTIFIERS- *Delaware

The Delaware Student Testing Program ties student achievement to the state's content standards that define the knowledge and skills Delaware students need to succeed beyond high school. This report explains the testing program and how to interpret it for administrators and boards of education. Each school receives English language and mathematics reports for the school at grades 3, 5, 8, and 10, as appropriate. Each school district superintendent, and ultimately the school district's board of education, receives English language arts reports and mathematics reports for the tested grades. Following an introduction to the tests, section 2 discusses understanding the language arts report, with information on the grade levels, testing dates, and norms for the grades tested. School, district, and state scores are compared. Similar information in section 3 explains the mathematics report. An appendix contains sample individual, classroom, and state reports for English language arts. (SLD)

ED 434 925 TM 030 177

Delaware Student Testing Program: A Score Results Guide for Teachers.
PUB DATE- 98

ED 434 945 TM 030 198

Kamen, Michael; Boyd, Pam; Sanders, Steve; Salisbury-Glennon, Jill; Gorrell, Jeffery; Akey, Theresa
The Unique Role of Celebration School Teachers.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). For related document, see TM 030 197 and TM 030 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Environment; *Educational Innovation; Elementary Secondary Education; Mixed Age Grouping; Parent Teacher Cooperation; Teacher Attitudes; *Teacher Role; *Teachers; *Team Teaching
IDENTIFIERS- *Learner Centered Instruction

This paper explores the characteristics of teachers and their roles at Celebration School, an elementary/secondary school in which the high profile, innovative curriculum, team structure, guiding principles of learner-centered instruction, and high expectations for students create a demanding environment for teachers. Data were collected through semistructured interviews with 10 teachers, 2 administrators, 4 parents, and 6 students. Themes related to the roles and demands of Celebration teachers were identified. Working in teams was the first theme identified. All teachers and administrators discussed the importance of the dynamics of teaching teams. A second major theme was that of the rewards and frustrations of the school's approach and the learner-centered environment. The relationships of teachers and parents was a third theme consistently identified. Celebration School faces many challenges in initiating and maintaining its reforms, especially in the number of simultaneous innovations, the team and open space structure, and the high profile these efforts have generated. Faculty members are sometimes frustrated by the demands placed on them, and it is essential that Celebration find ways to support the teachers and to communicate the school's mission to parents. (SLD)

ED 434 946 TM 030 199

Sanders, Steve; Akey, Theresa; Boyd, Pam; Kamen, Michael; Salisbury-Glennon, Jill; Gorrell, Jeffrey
Learner-Centered Theory in Practice: Challenges of Implementation at Celebration School. A Qualitative Description of the Intellectual and Social Life of a Celebration Neighborhood.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). For related document, see TM 030 197-198.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Learning; *Educational Environment; Educational Innovation; Educational Practices; Elementary Secondary Education; *Experiential Learning; Mixed Age Grouping; Models; Multiple Intelligences; Problem Solving; *Professional Development Schools; *School Restructuring

Control Is Not Constitutional" (Stephen P. Halbrook); (19) "A Threatened Second Amendment Threatens Freedom" (Charlton Heston); (20) "Gun Control Denies Citizens' Rights (George Detweiler); (21) "Restrictions on Gun Ownership Are the First Step toward Confiscation" (Brian Puckett); (22) "Gun Ownership and Self-Defense: An Overview" (Fred Guterl); (23) "Gun Ownership Provides Effective Self-Defense" (Sarah Thompson); (24) "Gun Ownership Displays Responsible Behavior" (Tara Powell); (25) "Gun Owners Protect Themselves from Crime" (Stephen Chapman); (26) "Gun Ownership Does Not Increase Personal Safety" (Robin Arquette); (27) "Guns in the House Endanger Innocent Lives" (Jane E. Brody); (28) "Gun Ownership Is Not Effective Self-Defense for Women" (Ann Jones); (29) "Ways To Reduce Gun Violence: An Overview" (Michael D'Antonio); (30) "Spiritual Involvement Would Reduce Gun Violence" (Caleb Rosado); (31) "Controlling Gun Manufacturers Would Reduce Gun Violence" (William Greider); (32) "Holding Gun Manufacturers Accountable Would Reduce Gun-Related Deaths" (Sarah Brady); (33) "Treating Gun Violence as a Public Health Issue Could Reduce the Problem" (George M. Anderson); (34) "Responsible Gun Ownership Would Reduce Gun Violence" (Bert Kendrick); and (35) "Getting Involved Can Help Reduce Gun Violence" (Michigan Partnership To Prevent Gun Violence). (Contains 56 references.) (SLD)

ED 434 967 UD 033 142

Connelly, Helen
Children Exposed to Violence: Criminal Justice Resources. OVC Bulletin.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Failure; Behavior Problems; Children; Crime; *Public Agencies; Resources; Technical Assistance; *Violence

Children exposed to violence are at higher risk of behavior problems and academic failure, as well as chronic delinquency and adult criminal behavior. This bulletin provides information about resources that are available to help improve the system's response to child victims and witnesses of violence. Information is provided about 14 private agencies and organizations that offer technical assistance and training for those working with children exposed to violence. Information is also given about 10 federal agencies and their departments that provide technical assistance to professionals and practitioners working with children who have been victimized or exploited. A list of 41 publications available from Federal Government agencies is also presented. (SLD)

ED 434 968 UD 033 143

Lasley, James
"Designing Out" Gang Homicides and Street Assaults. National Institute of Justice Research in Brief.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Homicide; *Juvenile Gangs; *Prevention; Road

Arts degrees; (21) crossover in business education classes; (22) persistence of liberal arts majors; (23) students' perception of academic performance; and (24) an index of "Institutional Research Bulletin," Volume 3 authors and titles. (RDG)

ED 434 720 JC 990 656

Abou-Sayf, Frank, Ed.
Institutional Research Bulletin, 1996.
PUB DATE- 96
NOTE- 12p.; Colored pages may not photocopy well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bulletins; Community Colleges; Educational Change; Educational Finance; *Institutional Characteristics; *Institutional Research; Newsletters; Outcomes of Education; Program Evaluation; Research Reports; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- University of Hawaii Kapiolani Community College

The "Institutional Research Bulletin" is a collection of research summaries relating to Kapi'olani Community College (KCC) in Hawaii. Highlights from the 1996 volume (February-December) include: (1) spring 1996 enrollment summary, grouped by demographics and major; (2) vocational program graduate trends; (3) reasons for non-continuance of probationary students--work responsibilities cited as major reason; (4) characteristics and demographics of tuition waiver recipients; (5) description of job-related nightmares of instructors; (6) course enrollment and Educational Media Center resources; (7) impact of pre-requisites on students in accelerated math courses; (8) placement criteria and success in English 100--results suggest that placement based on both reading and writing ability is preferable; (9) gender and computer use; (10) effect of counseling intervention on probationary students; (11) integrity of ethnicity data; (12) effect of timing on post-graduation survey response rates; (13) fall 1996 enrollment summary; grouped by demographics and major; (14) pre-requisites of students in social science courses; (15) the Pre-College Program; (16) length of time to graduation for Business Computers Information Systems students; and (17) an index for "Institutional Research Bulletin," Volume 4. (RDG)

ED 434 721 JC 990 657

Abou-Sayf, Frank, Ed.
Institutional Research Bulletin, 1997.
PUB DATE- 97
NOTE- 10p.; Colored pages may not photocopy well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bulletins; Community Colleges; Educational Change; Educational Finance; *Enrollment; *Institutional Characteristics; *Institutional Research; Newsletters; Outcomes of Education; Program Evaluation; Research Reports; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *University of Hawaii Kapiolani Community College

The "Institutional Research Bulletin" is a collection of research summaries relating to Kapi'olani Community College (KCC) in Hawaii. Highlights for the 1997 volume (February-October)

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Case Studies; Program Descriptions; Program Design; Program Development; Program Evaluation; Program Implementation; State Action; *State Programs; *Welfare Services
IDENTIFIERS- Family Resource and Support Programs; *Vermont

Interest is growing in planning and implementing new systems of holding child and family services accountable for results. The Results-Based Accountability (RBA) Project at the Harvard Family Research Project (HFRP) has supported and built upon recent state efforts to develop these new accountability systems for child and family services. The RBA reports, including this case study, are intended to help share insights and experiences in designing and implementing RBA systems. This report on RBA in Vermont begins with a brief overview, which summarizes the key points in the case study. A section of sociodemographic information and information about the state's governance structure directs the reader to unique qualities of the state that have helped to influence its RBA work. A timeline of the most critical events in the design and implementation of RBA efforts is included, along with a list of the key terms and concepts used in the state. Each separate RBA effort is described in detail, including its history and impetus, those who initially sponsored the effort, and the legal mechanism behind the effort. In addition, the early champions and actors involved in each effort and the funding sources and resources that support the effort are noted, and the governance and coordination between this effort and any others that may exist are described. The design and implementation of each effort are also described in detail. This includes information about the planning of the effort; the selection of goals, indicators, and targets; the collection of data; and the ways in which stakeholders were involved. The report describes the state infrastructure that supports the effort, such as staff, computer resources, and training. Where applicable, the report describes the way in which program evaluation links to the RBA effort. Each section also includes information about how each effort is being used; the uses include planning, citizen engagement, programming, budgeting and contracting, and communication. A list of key contacts is provided, and a final section describes in detail the objectives, scope, and methodology of the study. The report includes a table summarizing points of distinction among RBA efforts in the eight states studied. (EV)

ED 434 738   PS 027 941

Aiming for Accountability: Lessons Learned from Eight States. Reaching Results.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 56p.; Compiled by the Harvard Family Research Project (HFRP) Results-Based Accountability Project. For related documents, see PS 027 933-941.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Case Studies; Program Descriptions; Program Design; Program Development; Program Evaluation; Program Implementation; State Action; *State Programs; *Welfare Services

Kobayashi, Futoshi
Bullying in Japanese Schools.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Aggression; *Bullying; *Conflict Resolution; Elementary School Students; Elementary Secondary Education; Foreign Countries; Intervention; Junior High Schools; *Peer Acceptance; *Peer Relationship; Secondary School Students
IDENTIFIERS- *Japan; Victimization

Noting that although many Western educators praise the Japanese educational system because of its students' academic achievements, schools in Japan have developed severe and prevalent problems with student bullying. This paper examines the problem of bullying in Japanese schools. Part 1 of the paper reviews bullying incidents in Japanese schools from the mid-1980s to the present time. Part 2 delineates three types of bullying that are common in Japan: (1) psychological; (2) physical; and (3) violent. Part 3 outlines features differentiating contemporary bullying and bullying in previous eras, including current "invisible" methods of bullying, bullying by a majority of the class, the disappearance of "brakes" on bullying incidents, and contemporary difficulties in distinguishing teasing and joking from bullying. Part 4 examines four main explanations for bullying in Japanese schools, explanations from the perspective of society, school, family, and children. Part 5 discusses the measures taken by the Ministry of Education regarding bullying and argues that such measures have been ineffective and have resulted in bullying becoming more insidious and invisible to adults in the victim's life. Part 6 presents recommendations for resolving bullying problems in Japanese schools, includes an example of a successful intervention in a Tokyo junior high school, and describes Norwegian anti-bullying programs. The paper concludes by noting that bullying is an urgent problem and that the school system needs to identify concrete and unique school-wide anti-bullying intervention programs specific to Japanese schools. Contains 26 references. (KB)

ED 434 756   PS 027 997

Penn, Helen
How Should We Care for Babies and Toddlers? An Analysis of Practice in Out-of-Home Care for Children under Three. Occasional Paper No. 10.
PUB DATE- 99
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attachment Behavior; Caregiver Child Relationship; *Cultural Differences; Cultural Influences; Day Care; *Educational Practices; Foreign Countries; *Infant Care; *Infants; Preschool Education; Public Policy; *Toddlers; *Values
IDENTIFIERS- Developmentally Appropriate Programs; Europe; North America; *Out of Home Care; United States

The apparently simple question of whether there are commonly accepted "best practices" for infant and toddler care leads to further questions regarding the nature of childhood and the impact of cultural values. This report reviews recent theory, Program Evaluation; Student Behavior; Student Participation; Time on Task

Hypothesizing that young students would exhibit fewer classroom behavior problems when engaged in activities linked to their strengths and interests, this study examined the use of Gardner's multiple intelligences to improve student behavior. Targeted were 20 students in prekindergarten, kindergarten, and first grade classrooms in two suburban Chicago schools. Misbehavior such as talking out, not keeping their hands to themselves, being off-task, not cooperating, and not participating was documented by means of classroom observations and anecdotal records. The intervention was comprised of 16 classroom lessons using each of the 8 intelligences; lessons were implemented in October and November of the school year. Visual aids were used to ensure that students understood the intelligences, and graphic organizers were used to engage students in the learning process. Anecdotal records, progress reports, and report cards were used to document changes in student behavior. To assess the effects of the intervention, classroom observations were completed in September, October, and November, with comparisons made in the number of instances of talking out, not keeping hands to self, being off-task, not cooperating, and not participating. Each student's strongest intelligence was identified, and it was determined if the student was behaving properly during a lesson geared toward that particular intelligence. The results suggested that 77 percent of students showed an improvement in their behavior when working on activities geared toward their strongest intelligence. Behavior improved from September to November. (Twelve appendices include data collection forms and sample materials. Contains 18 references.) (KB)

ED 434 775 PS 028 056

Grenchik, Denise; O'Connor, Elaine; Postelli, Gina
Effective Motivation through Meeting Student Needs.
PUB DATE- 99
NOTE- 79p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Adolescents; Change Strategies; *Classroom Environment; *Cooperative Learning; Educational Environment; *High School Students; high Schools; Journal Writing; Portfolio Assessment; Program Effectiveness; Student Evaluation; *Student Motivation; *Student Needs
IDENTIFIERS- Authentic Assessment

High school students' lack of personal responsibility and academic ownership, negative or indifferent attitude, and lack of initiative and general motivation are often of concern to teachers and parents. This action research project evaluated an intervention to increase high school students' motivation, responsibility, and initiative. Students were enrolled in a freshman English or Spanish class and one art class comprised of students from all grade levels in a parochial high school located near Chicago. The needs of parents, students, and faculty with regard to the educational process were identified by means of surveys; students' needs were identified as being distinct from those of the other two groups. The one-semester intervention used cooperative learning, authentic assessment, journal writing, and portfolio development to meet students' into partnerships with public- and private-sector entities to scale up support and mobilize resources for grassroots development. In 1997, IAF refined its own understanding of its program priorities of local development and social investment, established the previous year, and sought increasingly to bring the business sector into the development community. IAF awarded 81 new grants and 32 supplemental grants totaling $14.6 million. About a third of the funding went to enterprise development programs; 23 percent to food and agriculture programs; 22 percent to education and training programs; and the remainder to research and dissemination, cultural expression, health, ecodevelopment, and other programs. Educational programs included administration and leadership training, vocational training, educational improvement planning, agricultural education, youth programs, community education, environmental education, and education for women. This report briefly describes new and supplemental grants by country, lists Latin American and Caribbean graduate students awarded fellowships to study in the United States, lists IAF field research fellows with their research topics, describes IAF publications and videos, and summarizes financial information. (Contains many photographs.) (SV)

ED 434 793 RC 022 117

Inter-American Foundation: 1998 in Review. October 1, 1997, to September 30, 1998. Investing in Development.
PUB DATE- 98
NOTE- 48p.; Photographs may not reproduce adequately. For 1997 report, see RC 022 116.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Community Action; Community Cooperation; Community Development; *Corporate Support; *Economic Development; Economically Disadvantaged; Fellowships; Foreign Countries; *Grants; Higher Education; *International Programs; Nongovernmental Organizations; Program Descriptions; Rural Development; Self Help Programs
IDENTIFIERS- Caribbean; *Inter American Foundation; International Aid; *Latin America

This report summarizes 1998 activities of the Inter-American Foundation (IAF), an independent agency of the U.S. government. The IAF promotes equitable, participatory, and sustainable self-help development in Latin America and the Caribbean by awarding grants directly to local organizations, as well as by entering into partnerships with public- and private-sector entities to scale up support and mobilize resources for grassroots development. In 1998, IAF's primary objective was to bring together communities, governments, and businesses to invest in local development. Community leaders increasingly recognize that no sector alone can confront the widespread challenge and hazards of poverty. In support of cross-sectorial partnerships, IAF awarded 84 new grants and 14 supplemental grants and carried out other program activities totaling $20 million. About 34 percent of grant funding went to food and agriculture programs; 26 percent to enterprise development/management; 21 percent to education and training programs; and the remainder to community services, research and dissemination, and ecodevelopment. Educational programs included strengthening community rural schools, training health promoters and day care workers, vocational and technical training for youth, increasing participation of indigenous peoples in local

College and Universities (HBCU) as compared with all other academic institutions from three National Science Foundation (NSF) surveys, including the Federal Science and Engineering Support to Universities survey which reports science and engineering obligations from federal agencies; the fiscal year (FY) 1997 Survey of Research and Development Expenditures at Universities and Colleges which reports research and development spending by academic institutions; and the 1996 Survey of Scientific and Engineering Research Facilities at Colleges and Universities which reports data on science and engineering research facilities at academic institutions. (CCM)

ED 434 818 SE 062 871

Poppe, Barbara; McAlister, Deborah; Richardson, Lisa
Science on the Web: Web Activities Using Scientific Data.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Uses in Education; Educational Technology; Elementary Secondary Education; *Information Networks; Internet; *Science Activities; Science Education; *Scientific and Technical Information; Scientific Methodology; Space Sciences; Teacher Education; Weather; *World Wide Web

This guide is intended to help teachers learn about using special software tools for the World Wide Web. It makes use of the scientific data produced by the National Oceanic and Atmospheric Administration (NOAA) and other government agencies. Activities in this booklet include: (1) "Finding People in Cyberspace"; (2) "Finding Science on the Web"; (3) "The Space Shuttle"; (4) "Weather and Climate"; (5) "Finding Programs"; (6) "The Sun"; (7) "Hazards"; (8) "The Winds"; and (9) "Greenhouse Gases." (WRM)

ED 434 819 SE 062 874

Tabak, Iris; Sandoval, William A.; Smith, Brian K.; Steinmuller, Franci; Reiser, Brian J.
Reflection as a Vehicle toward Local and Global Understanding.
PUB DATE- 98
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biology; *Critical Thinking; Elementary Secondary Education; *Investigations; Science Activities; Science Education; Science Instruction; Scientific Concepts
IDENTIFIERS- *Natural Selection

This paper presents a set of reflective strategies for inquiry to help students in the process of learning science by conducting their own investigations. Reflective strategies are actions students can take to evaluate their progress and understanding as they conduct their investigations in order to be more systematic and effective. We also present a set of instructional supports intended to foster these strategies. These supports are embedded both in the design of learning environments and in teacher practices. We present a case example of students conducting an investigation as part of a unit on natural selection in a regular level introductory young adults living in Britain is illustrated with photographs and children's drawings and includes comprehensive country introductions. In the collection, young people give their accounts of migration and explore how their identities are changing in their new country. The writings can be a useful resource for teachers, particularly those who want to bring a global dimension to learning. Following the "Factbox" (country introduction) and a general introduction for teachers that provides historical background on Angola, the collection is divided into the following sections and each includes several writings: (1) "Lembrancas de Angola" ("Memories of Angola"); (2) "Familia" ("Family"); (3) "Guerra" ("War"); (4) "Deixando Angola" ("Leaving Angola"); (5) "A Vida na Inglaterra" ("Life in Britain"); and (6)"A Vida de Refugiado" ("Life as a Refugee"). Includes a resources section that lists books, briefing papers, fact sheets, materials on refugees, and useful addresses. (BT)

ED 434 842   SO 029 709

Warner, Rachel, Ed.
Voices from Sudan. African Voices Series.
PUB DATE- 95
NOTE- 37p.; Titles and selected text in three languages: English, Arabic, and Dinka. For related items in the African Voices Series, see SO 029 708-711.
LANGUAGE- English; Arabic
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- African Culture; *African History; Childrens Writing; Colonialism; Cultural Context; Developing Nations; Elementary Secondary Education; Foreign Countries; Global Education; Multicultural Education; *Personal Narratives; *Refugees; *Relocation; Social Studies; *Youth
IDENTIFIERS- England; *Sudan

This multi-language collection of autobiographical writing from Sudanese children and young adults who are living in Britain as refugees is illustrated with photographs and children's drawings and includes comprehensive country introductions. In the collection, young people give their accounts of migration and explore how their identities are changing in their new country. The writings can be a useful resource for teachers, particularly those who want to bring a global dimension to learning. Following a "Factbox" (country introduction) and an introduction for teachers that provides a historical background for Sudan, the collection is divided into the following sections and each section has several writings: (1) "Memories of Sudan"; (2) "Koc Mac Thok" ("Family"); (3) "My Life in Sudan and Britain"; (4) "Yaang Ku Tong" ("Oppression and War"); (5) "Life in Britain"; (6) "Piir Cit Piir E Raan Ci Weike Rieng Wei" ("Life as a Refugee"); and (7) "Hopes for the Future." Includes a resources section that lists books, briefing papers, fact sheets, materials on refugees, and useful addresses. (BT)

ED 434 843   SO 029 710

Warner, Rachel, Ed.
Voices from Uganda. African Voices Series.
PUB DATE- 95
NOTE- 36p.; Title and selected text in seven languages: English,

Cowan); "How Do You Assess Service-Learning?" (Anne Purdy); "Networking -- A Path for Teacher Renewal" (Elizabeth Gibbs); "Constructivist Professional Development" (Louise Giugliano; Jean di Sabatino); and "Community Partnerships in Service-Based Experiential Learning" (Robert L. Sigmon). "Other Resource Organizations for K-12 Experimental Education" are appended. (BT)

ED 434 864   SO 031 058

Mauney, Donna
Infusing Mathematics into Social Studies.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Standards; Classroom Techniques; Elementary Education; Literature Reviews; *Mathematics; *Mathematics Instruction; Middle Schools; *Social Studies
IDENTIFIERS- New York City Board of Education

The new mathematics standards recently issued by New York (NY) require that all educators participate in the mathematical development of their students. This paper argues that what is being written about mathematics can be used in any subject. It explains that an investigation of writings about mathematics led to the discovery that it can be used in any subject. A number of mathematics topics were discovered that could be taught while teaching social studies. The paper reviews the literature that influenced these thoughts. It also demonstrates how one social studies educator has begun to teach mathematics during social studies. Contains 9 references. (Author/BT)

ED 434 865   SO 031 068

Sanchez, Antonio R.
The Depiction of Native Americans in Recent (1991-1998) Secondary American History Textbooks.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Culture; *American Indians; Content Analysis; Secondary Education; Social Studies; *Textbook Content; *Textbook Evaluation; Textbook Research; *United States History
IDENTIFIERS- Authenticity; *Native Americans

As a follow-up to studies by R. Costo and J. Henry (1970) and J. Loewen (1995), this study examined 12 current secondary level U.S. history textbooks to evaluate their accuracy in depicting Native Americans. The criteria embodied an authenticity guideline based upon the "Five Great Values" (generosity and sharing, respect for elders and women, getting along with nature, individual freedom and leadership, and courage) with a rating scale between one (lowest) and five (highest). Results indicated that only three of the textbooks rated above average. Though generally textbooks have improved in terms of quantity of cultural information, better treatments must be pursued that reflect more accurate and comprehensive accounts. The challenge lies in assisting educators' acquisition of knowledge and

PUB DATE- 99
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Evaluation; Administrators; Curriculum Development; Elementary Secondary Education; Evaluation Methods; *Portfolios (Background Materials); *Teacher Evaluation; Teachers

This book explains what professional portfolios consist of, who their audiences are, why teachers and administrators should use them, and how they are structured. Using excerpts from actual portfolios, the book illustrates how to select a range of artifacts that will lead portfolio developers to evaluate and improve their work. It also discusses the use of portfolios for key purposes: learning, curriculum development and assessment, research, and staff development. Chapter 1 explains what portfolios are, the contexts in which they are used, and how they are structured. It also examines a three-part simulation process used to start teachers and administrators thinking about portfolios, then presents specific experiences from working with educators and portfolios. Chapter 2 examines portfolios for teachers. Chapter 3 discusses portfolios for school administrators. Chapters 4-6 focus on four types of portfolios: teacher/administrator-as-learner, teacher-as-curriculum-and-assessment-developer, teacher/administrator-as-researcher, and teacher/administrator-as-professional developer. Chapter 7 contains starting points and practical strategies for developing and using portfolios. The eight appendixes present sample portfolio information from various school districts and rubrics for developing the four types of portfolios. (SM)

ED 434 885 SP 038 820

McAlonan, Susan; Hotchkiss, Heather; Urich, Laurie
Bringing Standards to Life. A "How To" Guide to Contextual Learning and Curriculum Integration.
SPONS. AGENCY- Colorado School to Career Partnership, Denver.; National School-to-Work Opportunities Office, Washington, DC.
PUB DATE- 99
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Academic Standards; Adult Learning; Career Development; Cognitive Style; *Context Effect; *Curriculum Development; Diversity (Student); Educational Change; Elementary Secondary Education; Faculty Development; High School Seniors; *Integrated Curriculum; Learning Processes; Learning Strategies; Relevance (Education); School Community Relationship; *Thinking Skills
IDENTIFIERS- Colorado; *Contextual Thinking

This manual explains how to foster contextual learning and curriculum integration. There are 12 sections: "Contextual Learning"; "Connecting Academic Standards with Contextual Learning"; "Using Career Development to Add Context and Relevancy to the Classroom"; "Curriculum Integration";

Assessment: An Overview of SERVE's Research and Development Assessment Project" (Wendy McColskey, Nancy McMunn, and Sara Thompson); (3) "Creating a Hotspot of Activity: The District Perspective" (Beth Deluzain and Patricia Schenck); (4) "Life within the Hotspot: The School and Teacher Perspective" (Wendy McColskey and Nancy McMunn); (5) "Spotlight on a School Assessment Project: Electronic Portfolios at Bugg Elementary" (Mary Q. Panta and Sheila Wright); (6) "What's Happening in Other States? Spotlight on South Carolina's Office of Assessment" (Susan Agruso, Cathi Snyder, and Marc Drews); and (6) "Brief View: Other SERVE Research and Development Projects." (SLD)

ED 434 903   TM 030 131

Buiu, Catalin
Artificial Intelligence in Education--State of the Art and Perspectives. ZIFF Papiere 111.
PUB DATE- 99
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Artificial Intelligence; *Computer Uses in Education; Distance Education; Elementary Secondary Education; Foreign Countries; Higher Education; *Intelligence; *Intelligent Tutoring Systems; Interaction; Theories; World Wide Web

This review contains an overview of past and present trends in the application of what is called "artificial intelligence" in traditional face-to-face education and in distance education. The reviewed trends are illustrated with examples of research projects and results throughout the world. The first section of the review discusses intelligence in general, describing classic and modern theories of intelligence. Definitions of artificial intelligence in education are presented, with attention to these areas: (1) intelligent tutoring systems; (2) interactive learning environments; (3) virtual environments for education; (4) computer-mediated communication; (5) intelligent agents for education; (6) the World Wide Web and education; and (7) intelligent interfaces for learning support systems. Perspectives for the future of artificial intelligence in education are discussed. Nine appendixes contain a discussion of the Internet, a list of Web search engines, and other supplemental information related to artificial intelligence applications. (Contains 17 figures and 3 tables.) (SLD)

ED 434 904   TM 030 132

North Carolina Preliminary State Testing Results, 1998-99: Multiple-Choice Grade 3 Pretest, End-of-Grade, High School Comprehensive, and End-of-Course Tests.
PUB DATE- 99
NOTE- 162p.; For 1997-98 testing results, see ED 425 182.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Elementary Secondary Education; Language Arts; Mathematics Achievement; Reading Achievement; State Norms; *State Programs; Tables (Data); *Test Results; *Testing Programs
IDENTIFIERS- *North Carolina End of Course Testing Program; *North Carolina End of Grade Testing Program

NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Achievement Tests; Elementary Secondary Education; Language Arts; Mathematics; Mathematics Achievement; Scores; State Programs; *State Standards; Teachers; Test Construction; Test Format; *Test Interpretation; Test Results; *Testing Programs
IDENTIFIERS- *Delaware

The Delaware Student Testing Program ties student achievement to the state's content standards that define the knowledge and skills Delaware students need to succeed beyond high school. This report explains the testing program to teachers and presents a guide to interpreting test results. Section 1 introduces the testing program, which tests students in English language arts and mathematics at grades 3, 5, 8, and 10. Sections 2 and 3 contain information on the Language Arts Report and the Mathematics Report, respectively. This information includes state norms and performance levels, the rank of the teacher's classroom and comparisons of scores for the classroom, school, and state. Comments on instructional needs are provided, along with materials for parent-teacher conferences about the reports. (SLD)

ED 434 926 TM 030 178

Delaware Student Testing Program: A Score Results Guide for Parents.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Achievement Tests; Elementary Secondary Education; Language Arts; Mathematics; Mathematics Achievement; Parents; State Programs; *State Standards; Test Construction; Test Format; *Test Interpretation; Test Results; *Testing Programs
IDENTIFIERS- *Delaware

The Delaware Student Testing Program ties student achievement to the state's content standards that define the knowledge and skills Delaware students need to succeed beyond high school. This report presents information to help parents interpret their children's scores on the tests, which are given in grades 3, 5, 8, and 10. Section 1 introduces the tests and the state's content standards for English language arts and mathematics. Sections 2 and 3 contain information to help parents understand the test results for English language arts and mathematics, respectively. State norms, score comparisons for the tested grades, information about the meaning of student percentile rank, and a discussion of instructional needs revealed by the tests. An appendix contains sample reports of the type parents receive. (SLD)

ED 434 927 TM 030 179

Lane, Suzanne; Parke, Carol S.; Stone, Clement A.

IDENTIFIERS- *Learner Centered Instruction

This paper describes one model of school reconstruction, which includes a professional development school, being implemented at Celebration School in Celebration, Florida. The description highlights the educational practices and daily learning experiences of students at Celebration. The narrative provides a picture of the philosophical foundation and direction that the school's founders intended it to take. The community is a new town in which all homes have been prewired for technology. The school is divided into upper and lower school neighborhoods, with neighborhoods containing K-5 students on the first floor, and 6-12 neighborhoods on the second floor. Classrooms are referred to as neighborhoods where a community of learners work, create, and discover together. In each neighborhood, approximately 100 multiage students are taught by 4 to 5 full-time teachers, a teaching assistant, and many adult volunteers. The school's philosophy stresses that everyone can learn, and that experiential learning is essential. Emphasis is placed on solving real-life problems, and students are considered partners in the learning process. Cooperative learning is important at Celebration, and the educational environment acknowledges students' multiple intelligences. The local community and the world are explored as part of the learning environment. Other characteristics of the school are described. (Contains 21 references.) (SLD)

ED 434 947 TM 030 200

Jasman, Anne M.

Issues in Establishing Professional Competency-Based Teaching Standards: An Analysis of Processes Used in Determining Level 3 Classroom Teachers in Western Australia.

PUB DATE- 98

NOTE- 16p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Adelaide, South Australia, Australia, November 30-December 4, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Career Ladders; Classification; *Competence; Elementary Secondary Education; Foreign Countries; *Portfolio Assessment; *Standards; *Teacher Evaluation

IDENTIFIERS- *Australia (Western Australia); Standard Setting

In 1997, the Education Department of Western Australia, in conjunction with the teachers' union, initiated a trial project to establish a career path for teachers. Standards are to be set for the career path for three stages: (1) entry to Level 1; (2) transition from Level 1 to 2; and (3) transition from Level 2 to 3. This paper discusses the research undertaken to establish professional competency standards for the transition from Level 2 to Level 3. The first issue is how to group or categorize teachers. When analysis of a sample of teaching portfolios suggested that establishing categories similar to those used by the National Board of Professional Teaching Standards was not appropriate, alternative groupings were generated based on teachers' descriptions of their context, philosophy, and professional practice. The second issue relates to setting the "standard." As part of the selection process for Level 3, 40 elementary and 40 secondary school teaching portfolios were assessed on the quality of the evidence presented to demonstrate achievement of each of five competencies. Teaching portfolios rated equivalently were analyzed to see if there was any consistency in the

Construction; *Traffic Circulation; Traffic Control; *Urban Problems; Urban Youth; *Violence
IDENTIFIERS- *California (Los Angeles)

This brief discusses the use of traffic barriers to block automobile access to streets as a way to reduce gang violence. The tactic was used in a crime-plagued area of Los Angeles, California, that had experienced a high level of drive-by shootings, gang homicides, and street assaults. The program, Operation Cul de Sac (OCDS), was evaluated as a crime reduction tactic. In its 2 years of operation, OCDS did appear to reduce crime. The number of homicides and street assaults fell significantly during the program's operation and rose after the program ended. The street closure did not appear to affect property crime, only violence. Crime was not displaced to other areas. The success of the initiative suggests that traffic barriers can be part of an approach to maximize the defensible space of neighborhood residents by increasing their span of control. (SLD)

ED 434 969 UD 033 144

Howell, James C.
Youth Gangs: An Overview. Juvenile Justice Bulletin. Youth Gang Series.
PUB DATE- 98
NOTE- 21p.; Initial report in the "Youth Gang Series."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Delinquency; *Juvenile Gangs; Juvenile Justice; Peer Groups; *Urban Youth; *Violence

This bulletin provides an overview of the problems that youth gangs pose. It pinpoints the differences between youth gangs and adult criminal organizations and examines the risk factors that lead to youth gang membership. Some promising strategies being used to curb youth gang involvement are reviewed. The proliferation of youth gangs since 1980 has fueled the public's fears and magnified possible misconceptions about juvenile gangs. The composition of youth gangs is changing as smaller, less structured gangs are emerging, and drug gangs are becoming more prominent. Gang violence has increased, and most of it seems to be associated with conflicts with other gangs, rather than gang-related drug sales. A key issue in combating youth gangs is providing a uniform definition for them. Youth gangs and adult criminal organizations have different origins and they serve different purposes. Efforts to develop long-term interventions must take these differences into account. (Contains 187 references.) (SLD)

ED 434 970 UD 033 145

Serious and Violent Juvenile Offenders. Juvenile Justice Bulletin.
PUB DATE- 98
NOTE- 9p.; Based on "Serious and Violent Juvenile Offenders: Risk Factors and Successful Interventions" edited by Rolf Loeber, David P. Farrington, Elissa Rumsey, Charlotte A. Kerr, and Barbara Allen-Hagen.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; Crime; *Criminals; Intervention; *Juvenile Justice; Public Policy; Resource Allocation; Urban Youth; *Violence

include: (1) spring 1997 enrollment summary, grouped by demographics and major; (2) comparison of English 100 and English 160 as pre-requisites for writing-intensive courses--students from vocationally-oriented English 160 did not do as well in writing-intensive courses as students from academically-oriented English 100; (3) enrollment composition by registration status--60.6% continuing, 17.4% first time; 16.7% transfer; 5.3% returning; (4) faculty survey on writing classes and workshops; (5) academic performance of service learning (SL) students--SL students had higher overall GPA; (6) survey of faculty on proposed Faculty Support Center; (7) survey of faculty and staff on campus knowledge of disability laws; (8) fall 1997 enrollment summary, grouped by demographics and major; (9) retention, completion and persistence of fall 1996 pre-college students; (10) expansion in the pre-education program, fall 1994 to fall 1996; (11) KCC Information Technology (KITE) student computer use survey--62 percent of respondents used computers for course-related activities; (12) summer session tuition and enrollment patterns, 1994 to 1997; and (13) fall 1997 survey of student interest inventory. (RDG)

ED 434 722 JC 990 658

Abou-Sayf, Frank, Ed.
Institutional Research Bulletin, 1998.
PUB DATE- 98
NOTE- 12p.; Colored pages may not photocopy well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Bulletins; Community Colleges; Educational Change; *Institutional Characteristics; *Institutional Research; Needs Assessment; Newsletters; Outcomes of Education; Program Evaluation; Research Reports; Self Evaluation (Groups); Surveys; Two Year Colleges
IDENTIFIERS- *University of Hawaii Kapiolani Community College

The "Institutional Research Bulletin" is a collection of research summaries relating to Kapi'olani Community College (KCC) in Hawaii. Highlights from the 1998 volume (February-December) include: (1) spring 1998 enrollment summary, grouped by demographics and major; (2) patterns of complete withdrawal, 1997-98; (3) repetition and completion rates in English classes--completion rate stabilizes at .75 after more than two attempts; (4) repetition and completion rates in math classes--completion rate stabilizes at .56 after more than two attempts; (5) performance of English 21V students in subsequent courses; (6) impact of learning community course--consisting of philosophy, English and psychology--on retention; (7) reasons for lack of success in math courses; (8) survey of success of Access to College Excellence (ACE) students; (9) completion rates in Japanese courses; (10) fall 1998 enrollment summary, grouped by demographics and major; (11) performance of pre-college students in English 21V and Math 24; (12) industry and employer survey for needs assessment for proposed KCC Culinary Institute of the Pacific (CIP); (13) industry and employer survey for needs assessment for proposed sports medicine program; (14) student achievement of English 22 course competency skills; (15) demographics of art students; (16) faculty perception of grade inflation--a majority of faculty report a grade inflation problem; and (17) an index for "Institutional Research Bulletin" volumes 5 and 6. (RDG)

IDENTIFIERS- Family Resource and Support Programs

Interest is growing in planning and implementing new systems of holding child and family services accountable for results. The Results-Based Accountability (RBA) Project at the Harvard Family Research Project (HFRP) has supported and built upon recent state efforts to develop these new accountability systems for child and family services. This report from HFRP begins with an analysis of the characteristics of promising RBA efforts across eight states (Florida, Georgia, Iowa, Minnesota, North Carolina, Ohio, Oregon, and Vermont). The report compares the expectations of RBA efforts against the experiences of those responsible for RBA in these eight states. Finally, the report concludes with an assessment of the potential of RBA for child and family services, highlighting some of the challenges and creative solutions developed by the states involved in the eight case studies. The report asserts that RBA has the potential to improve child and family outcomes if it is used as a tool to help managers, policymakers, and citizens see what is working, change service strategies accordingly, and promote learning. The research found 11 characteristics common to successful RBA efforts: (1) began with strategic planning; (2) learned from past efforts; (3) considered appropriate mechanisms to institutionalize RBA work; (4) clearly identified roles and responsibilities; (5) took into account political contexts; (6) developed over time; (7) engaged champions; (8) built relationships; (9) incorporated training and technical assistance; (10) designated funds, staff, and computer support; and (11) developed reporting for a variety of audiences. The report maintains that, although current expectations about the benefits of an RBA approach are not aligned with these states' experiences, its research suggests that if RBA is used as a tool for improvement rather than punishment, it can lead people to engage in common problem solving, help those responsible for public programs to plan and manage, demonstrate the results of public investments, and promote innovation. Appendices summarize RBA efforts in the eight states, describe the study's methodology, and provide RBA resources. (EV)

ED 434 739   PS 027 942

Lund, Louisa
Eight Themes in Comprehensive Community Development: An Annotated Bibliography.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Community Development; Community Role; *Family Programs; Family Role; *Public Policy

The bibliography is aimed at managers of programs forging links between family support and community development. The bibliography begins with a brief explanation of the eight organizing themes: (1) supporting families; (2) focusing on youth; (3) building unity from diversity; (4) thinking in terms of assets; (5) seeing the big picture; (6) working collaboratively; (7) balancing process and product; and (7) drawing on multiple sources of funding. The annotations of 56 individual recent sources (government reports, periodical articles, and research reports published between 1991 and 1998) are then presented, sorted into a general resources category or the eight thematic categories listed above. Some entries appear in more than one category. (DLH) training, and practice in the care of children outside their homes. Section 1 of the report argues that much of current knowledge about infancy is derived from the normative context established in Anglo-North American child development studies. This section considers these predominant assumptions and their implications for practice. The legacy of attachment theory is analyzed, especially the assumption that out-of-home care is less desirable than care by mothers. This section further argues that the child-centered approach and desirability of structured play reinforces individualism. Section 2 of the report explores European traditions of theory and practice. This section describes five parameters of practice, focusing on ideas about: (1) the nature of relationships between adults and very young children; (2) children as learners; (3) health and well-being; (4) training employment for those who work with young children; and (5) ecology and the environment. The report also illustrates the program content in European settings, the importance of language diversity, the concern with the environment and its impact on programming, and the emphasis on developing values of non-aggression and cooperation by promoting interactions between children. (KB)

ED 434 757 PS 028 005

Kadota, Riyo; Bennett, Tess; Thomas, Dawn
Needs Assessment of Head Start Programs in Region V, 1998-1999.
PUB DATE- 99
NOTE- 150p.; For the 1998 report, see ED 422 067.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *Day Care; Day Care Centers; *Disabilities; Needs Assessment; Preschool Education; Program Improvement; Questionnaires; Surveys; Technical Assistance; Training
IDENTIFIERS- *Project Head Start

The Great Lakes Quality Improvement Center for Disabilities (GLQIC-D) serves Head Start programs in Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin, and conducts an annual needs assessment of these programs. For the 1998-99 assessment, 229 Head Start directors completed the survey, which gathered information regarding: (1) program demographics; (2) census information; (3) training and technical assistance needs in the areas of service delivery, child issues, welfare reform, family issues, staff issues, and general areas; and (4) children with diagnosed disabilities. Among the findings: (1) across all types of assistance needed, challenging behavior, family involvement/volunteering, professional development for staff, recruitment of children, and mentoring/supervision of staff were most often reported; (2) speech and language delays, emotional/behavior delay, and health impairment were the top three diagnosed disabilities; and (3) about 63 percent of Head Start children were mildly disabled and needed little adaptation in the classroom, while about 14 percent were severely disabled and required much adaptation. (Includes numerous data tables and figures; also includes summary reports for each state. The survey and cover letter are appended.) (EV)

ED 434 758 PS 028 006

Johnson, Emily A.
The Effect of Literacy Intervention in Preschool Children's

needs for belonging, power, freedom, and fun within the classroom environment. In order to assess the effects of the intervention, the initial survey determining student needs provided baseline data. Observational checklists were completed throughout the study to assess progress in student participation and motivation. Self-assessments and portfolios were also used to assess student responsibility for learning and motivation. The needs survey was re-administered to identify needs not met by the intervention. The findings indicated a positive correlation between the teacher's intervention to meet student needs and the level of student motivation. (Twenty-six appendices include data collection instruments and sample instructional materials. Contains 20 references.) (KB)

ED 434 776 RC 021 977

Turner, Brenda; Wood, Mary
Hispanics in Oregon's Workforce, 1998.
PUB DATE- 98
NOTE- 45p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Demography; Dropout Rate; *Education Work Relationship; Educational Attainment; Elementary Secondary Education; *Employment Patterns; *Employment Statistics; Higher Education; *Hispanic Americans; *Income; *Labor Force; Migrant Workers; Occupations; Tables (Data)
IDENTIFIERS- Latinos; *Oregon

This report describes the Latino workforce in Oregon, outlining employment, income, education, and unemployment data. A brief history of Hispanics in the state notes that most of Oregon's Hispanics are of Mexican origin and that the state's Hispanic population grew 66 percent between 1990 and 1997. The history of migrant agricultural labor in Oregon is reviewed, and one chapter notes that increasing numbers of Hispanics are participating in politics, showing special interest in bilingual education, English-only legislation, immigration and welfare reform, and affirmative action. A chapter on general labor force issues reveals that Oregon's Hispanic labor force has more than doubled since 1990, unemployment rates and high school dropout rates are higher for Hispanics than any other group, and less than two percent of postsecondary degrees awarded in Oregon were earned by Hispanics. An examination of employment trends shows that Hispanics are represented in all major occupational groups, with agriculture no longer their primary employer; many occupations common for them have lower skills and educational requirements and lower pay; Hispanics are not well represented in professional occupations; and Hispanic-owned firms have increased. A chapter on income and wages finds that Oregon Hispanics earn less than the state average, and documents the relationship between education and income. Hispanic contributions to the economy are noted, and barriers to employment are discussed in the last two chapters. (Contains 37 data tables and figures.) (TD)

ED 434 777 RC 022 089

Mitchell, Jan
Learning Iowa: A Report from Iowa's Ambassador for Education, 1997-98.
PUB DATE- 98

governments, business education, agricultural education, leadership training, and health promotion and training. This report briefly describes new and supplemental grants by country, corporate outreach initiatives, fellowship programs, and IAF publications and videos, and summarizes financial information. (Contains many photographs.) (SV)

ED 434 794 RC 022 119

Binda, K. P.; Nicol, D. G.
Administering Schools in a Culturally Diverse Environment: New Developments in Administering First Nations Schools in Canada.
PUB DATE- 99
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indian History; *Canada Natives; *Community Control; Culturally Relevant Education; *Decentralization; Educational Policy; Elementary Secondary Education; Foreign Countries; Parent Participation; *School Administration; *Tribally Controlled Education
IDENTIFIERS- *Canada; Policy Implementation

More than a century of centralized government and church control of Aboriginal education in Canada, aimed primarily at cultural assimilation, resulted in injustices, widespread inequalities, and underdevelopment. In the 1970s, after much political wrangling, the Canadian federal government and the First Nations agreed upon a policy of Indian control of Indian education. This paper develops a conceptual framework of decentralized community control and then draws on qualitative research findings to examine the historical development of centralized control and subsequent devolution of education in Aboriginal communities. The framework focuses on continuums of community control and parent participation in the political and administrative dimensions of education. The data reveal that the decentralization policy is transforming Aboriginal education from an externally controlled, technocratic nonparticipative system into a collaborative human activity. Over the last quarter century, decentralization has allowed Native communities to become more inclusive, to make more decisions locally, to develop and use curricula that are more reflective of Native culture, and to stem the dropout tide. In response to widespread complaints about the funding process, alternative funding arrangements have been created that allow more flexibility and decision making at the Band level and support self-determination. (Contains 55 references.) (SV)

ED 434 795 RC 022 135

Swanson, Julie Hanson
New Horizons: An Empowerment Program for Egyptian Adolescent Girls.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Toronto, Canada, April 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

biology class at a Chicago public high school. These examples illustrate the use of these strategies by students. In particular, they demonstrate how in a collaborative context reflective strategies take the form of questions and suggestions posed between students. Analyses of strategy use and discussions reveal that more attention was focused on articulating a story about the specific episode that the students were investigating, and less attention was devoted to understanding how this episode is an instance of natural selection. Yet, extending students' understanding of natural selection is also an important learning goal. We conclude with a proposal for future designs to address this issue. (Author)

ED 434 820 SE 062 875

Science: Standard Course of Study and Grade Level Competencies, K-12. Revision .
PUB DATE- 99
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; National Standards; Science and Society; *Science Instruction; Science Process Skills; Scientific Concepts; Scientific Literacy; Scientific Methodology; Scientific Principles; State Curriculum Guides; State Programs; *State Standards; Technology
IDENTIFIERS- *North Carolina

This document was created to establish competency goals and objectives for teaching and learning science in North Carolina for grades K-12. It contains the concepts and theories, strands, skills, and processes upon which all science instruction should be based. In addition, the curriculum defines and illustrates the connections between the National Science Education Standards, the Benchmarks for Science Literacy, and state standards. The 1999 revision further reflects the recommendations of the Third International Mathematics and Science Study (TIMSS) and the 1996 National Assessment of Educational Progress (NAEP) science framework and assessment. The approach to this curriculum follows four major strands across all grade levels. These strands--Nature of Science, Science as Inquiry, Science and Technology, and Science in Personal and Social Perspectives--provide unifying threads of understanding that are supported by competency goals. The Science Standard Course of Study does not include all science, but focuses on what all students should understand and be able to do as they move towards scientific literacy. The Basic Educational Program for North Carolina's Public Schools specifies that the North Carolina Standard Course of Study is the curriculum that should be provided in all schools throughout the state. (WRM)

ED 434 821 SE 062 880

Weather Fundamentals: Rain & Snow. Videotape .
PUB DATE- 98
NOTE- 0p.; For other tapes in series, see SE 062 881-885.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Earth Science; *Environmental Education; Intermediate Grades; Junior High Schools; Meteorology; *Science Activities; Science and Society; Science Instruction;

Acholi, Lango, Ateso, Gujarati, Luganda, and Lugishu. For related items in the African Voices Series, see SO 029 708-711.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General
(020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)
(052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- African Culture; *African History; Childrens Writing; Colonialism; Cultural Context; Developing Nations; Elementary Secondary Education; Foreign Countries; Global Education; Multicultural Education; *Personal Narratives; *Refugees; *Relocation; Social Studies; *Youth
IDENTIFIERS- England; *Uganda

This multi-language collection of autobiographical writing from Ugandan children and young adults who are living in Britain as refugees is illustrated with photographs and children's drawings and includes comprehensive country introductions. In the collection, young people give their accounts of migration and explore how their identities are changing in their new country. The writings can be a useful resource for teachers, particularly those who want to bring a global dimension to learning. Following a "Factbox" (country introduction) and an introduction for teachers that provides historical background on Uganda, the collection is divided into the following sections and each section has several writings: (1) "Memories of Uganda"; (2) "Life in Uganda"; (3) "War"; (4) "My Life"; (5) "Leaving Uganda"; (6) "Life in Britain"; and (7) "Hopes for the Future." Includes a resources section that lists books, briefing papers, fact sheets, materials on refugees, and useful addresses. (BT)

ED 434 844 SO 029 711

Warner, Rachel, Ed.
Voices from Zaire = Les Voix du Zaire = Mingongo ya Zaire = Ndinga ya Zaire. African Voices Series.
PUB DATE- 95
NOTE- 45p.; Title and selected text in four languages: English, French, Kikongo, and Lingala. For related items in the African Voices Series, see SO 029 708-710.
LANGUAGE- French; English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General
(020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)
(052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- African Culture; *African History; Childrens Writing; Colonialism; Cultural Context; Developing Nations; Elementary Secondary Education; Foreign Countries; Global Education; Multicultural Education; *Personal Narratives; *Refugees; *Relocation; Social Studies; *Youth
IDENTIFIERS- England; *Zaire

This multi-language (French, English, Kikongo, and Lingala) collection of autobiographical writing by refugees from Zairean children and young adults living in Britain is illustrated with photographs and children's drawings and includes comprehensive country introductions. In the collection, young people give their accounts of migration and explore how their identities are changing in their new country. The writings can be a useful resource for teachers, particularly those who want to bring a global dimension to learning. Following a "Factbox" (country familiarity with native cultures as they are depicted in textbooks, an endeavor that will further assist in adopting/utilizing proper textbooks. Contains 2 tables of data, 3 endnotes, 28 references, and the "Native Cultures Authenticity Guideline." (BT)

ED 434 866 SO 031 268

Bahmueller, Charles F., Ed.; Patrick, John J., Ed.
Principles and Practices of Education for Democratic Citizenship: International Perspectives and Projects.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 256p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *Citizenship; *Citizenship Education; Civics; *Democracy; *Democratic Values; Foreign Countries; Freedom; Government (Administrative Body); Higher Education; Secondary Education; Social Studies
IDENTIFIERS- Armenia; Australia; Bulgaria; Czech Republic; Hungary; Latvia; Russia

The distinguishing characteristics, content and processes, and the variations of essential elements that are exemplified by projects in the United States and abroad in education for democratic citizenship are presented in this book. The volume addresses how international partnerships involving the United States and several post-communist countries advanced the cause of education for democracy. Chapter titles include: (1) "Concepts at the Core of Education for Democratic Citizenship" (John J. Patrick); (2) "Education for Constructive Engagement of Citizens in Democratic Civil Society and Government" (John J. Patrick); (3) "A Cooperative International Project to Develop and Disseminate a Framework on Education for Democratic Citizenship: Introduction and Rationale" (Charles F. Bahmueller); (4) "A Framework on Education for Democratic Citizenship: Summary and Commentary" (Charles F. Bahmueller); (5) "Civil Society and Democracy Reconsidered" (Charles F. Bahmueller); (6) "Civitas: An International Civic Education Exchange Program" (Charles N. Quigley; Jack N. Hoar); (7) "Reconsidering Issue-Centered Civic Education Among Early Adolescents: Project Citizen in the United States and Abroad" (Thomas S. Vontz; William A. Nixon); (8) "Guiding Principles for Cross-Cultural Curriculum Projects in Citizenship Education Reform" (Gregory E. Hamot); (9) "Building Democracy for the Twenty-First Century: Rediscovering Civics and Citizenship Education in Australia" (Murray Print); (10) "The Uses of Literature in Education for Democratic Citizenship: Lessons and Suggestions from the American Experience" (Sandra Stotsky); and (11) "Resources in ERIC on Education for Democratic Citizenship: International Perspectives." (Elizabeth R. Osborn). (LB)

ED 434 867 SP 038 722

Quint, Janet C.; Miller, Cynthia; Pastor, Jennifer J.; Cytron, Rachel E.
Project Transition: Testing an Intervention To Help High School Freshmen Succeed. Executive Summary.
SPONS. AGENCY- Ford Foundation, New York, NY.; Ewing Marion Kauffman Foundation, Kansas City, MO.; Helen Bader Foundation, Milwaukee, WI.; Center for Research on the Education of

"Guidelines for Bringing Out the Best in ALL of Our Students"; "Involving Community Businesses in the Curriculum"; "The Nature of Change"; "What to We Know about Adult Learners?" "Teacher Externships: Things to Consider"; "Staff Development Techniques"; "What Works? 1999 Colorado High School Senior Survey"; and "Bringing Standards to Life References. 12 ." (SM)

ED 434 886   SP 038 821

Watkinson, Ailsa
Honouring Diversity in the Classroom: Challenges and Reflections. Diversity in the Classroom Series, Number One.
PUB DATE- 96
NOTE- 40p.; For documents in this series, see SP 038 822-827.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cultural Differences; *Cultural Pluralism; *Diversity (Student); Educational Legislation; Elementary Secondary Education; *Equal Education; Foreign Countries; Legal Responsibility; Moral Values; Multicultural Education; Racial Bias; Racial Discrimination; Reflective Teaching; *Staff Development; Student Behavior; Teacher Attitudes; Teacher Improvement
IDENTIFIERS- Saskatchewan

This document provides the framework for six other related documents in a series that focuses on diversity in the classroom. Section 1, "Introduction," explains that children in any Canadian classroom are not homogeneous, and such diversity presents teachers with challenges and obligations. The chapter reviews the subjects addressed in the series' other six documents. It explains that teachers who work with diverse students must be capable of analysis, visioning, and advocacy--elements associated with reflection. Section 2, "Diversity as the Norm," defines diversity and explains that teachers must be able to understand the shifting, evolving paradigms in education in order to be able to serve the needs of all students. Section 3, "The Reflective Educator," explains essential elements of the reflective process (open mindedness, responsibility, and whole heartedness) and discusses the importance of reflective teaching. Section 4, "Equality and Discrimination," defines the two words as related to teaching diverse students. Section 5, "Moral and Legal Obligations," discusses the moral values that guide teachers in their interactions and examines how they are reinforced by human rights legislation. Section 6, "Yes, But What If..." discusses how to ensure equality if one student's behavior disrupts everyone else's education. Section 7, "An Invitation," presents two student scenarios from the viewpoint of the student, teacher, administrator, and school board. (Contains 50 references.) (SM)

ED 434 887   SP 038 822

Melenchuk, Allan S.
Multicultural Connections: Exploring Strategies and Issues. Diversity in the Classroom Series, Number Two.
PUB DATE- 96
NOTE- 65p.; For other documents in this series, see SP 038 821-827.
LANGUAGE- English

Beginning in the 1992-93 school year, the North Carolina State Board of Education authorized administration of North Carolina-developed end-of-grade tests aligned with the state's "Standard Course of Study." These state-normed tests were administered to more than 568,000 students in grades 3 through 8 in 1998-99. End-of-course tests were developed for high school to measure achievement on curricular goals and objectives with an emphasis on higher-order thinking skills to over 630,000 students in 1998-99. Grade 3 pretests were administered to more than 98,000 students early in the 1998-99 school year. A high school comprehensive test in reading and mathematics was also administered, for the first time, to students in grade 10. This document contains preliminary results for these tests. These results may be used to make grade-to-grade, subject-to-subject, and year-to-year comparisons. The "State Testing Results," when released, will be a comprehensive compendium of student performance on these tests. The preliminary results show areas of achievement gains by North Carolina students in some areas. Disparities in performance among ethnic subgroups were noted for the grade 3, end-of-grade, high school comprehensive, and end-of-course tests. The achievement test results of students with limited English proficiency are also outlined. (Contains 91 tables and 7 figures.) (SLD)

ED 434 905 TM 030 134

Stringer, Ernest T.
Action Research. Second Edition.
PUB DATE- 99
NOTE- 229p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Action Research; Elementary Secondary Education; Methods Research; Models; *Research Methodology; Research Reports; *Teacher Researchers; Theories

This book provides a simple but effective model for approaching action research. It also contains a series of tools to assist the researcher in working through the research process. The chapters are: (1) "Research in Professional and Public Life"; (2) "Principles of Community-Based Action Research"; (3) "Setting the Stage"; (4) "Look: Building the Picture"; (5) "Think: Interpreting and Analyzing"; (6) "Act: Resolving the Problems"; (7) "Act: Resolving Complex Problems"; (8) "Formal Reports, Theses, and Dissertations"; and (9) "Understanding Action Research: The Theory behind the Practice." An appendix discusses electronic resources for action research. (Contains 10 figures, 2 tables, 15 highlighted boxes, and 75 references.) (SLD)

ED 434 906 TM 030 135

Lagemann, Ellen Condliffe, Ed.; Shulman, Lee S., Ed.
Issues in Education Research: Problems and Possibilities.
SPONS. AGENCY- National Academy of Education, Washington, DC.
PUB DATE- 99
NOTE- 424p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Agenda Setting; Educational Change; *Educational

Consequences of the Maryland School Performance Assessment Program.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 56p.; Revised version of a paper presented at the Annual Meeting of the National Council of Measurement in Education (San Diego, CA, April 12-16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Educational Change; *Educational Objectives; Educational Practices; Elementary Education; Mathematics Education; *Mathematics Tests; Middle Schools; *Performance Based Assessment; Questionnaires; State Programs; *Teacher Attitudes; Teacher Surveys; *Teachers; Testing Programs
IDENTIFIERS- *Maryland School Performance Assessment Program; Reform Efforts

The extent to which classroom instruction and assessment activities in mathematics are aligned to the State of Maryland's Learning Objectives and the Maryland School Performance Assessment Program (MSPAP) was studied by examining the underlying structure of the mathematics teacher questionnaire developed and administered to teachers in the 1996-97 instructional year. The existence of hypothesized dimensions of teacher attitudes and practices was studied, along with the relationship among MSPAP gains, percentage of reduced or free lunch students, and composite scores on dimensions of the teacher questionnaire. A stratified random sample procedure was used to obtain a sample of 72 elementary and 36 middle schools. Some students were also asked to respond to some of the items from the teacher questionnaire related to current mathematics instruction. Analyses indicate that elementary teachers were more likely than middle school teachers to report that they place greater emphasis on mathematics learning outcomes and reform-oriented problems and that their mathematics instruction has been influenced by the MSPAP. Analyses also suggest that only approximately 15% of instructional tasks reflect the majority of characteristics of the MSPAP tasks. (Contains 17 tables, 8 figures, and 27 references.) (SLD)

ED 434 928 TM 030 180

Lane, Suzanne; Ventrice, James; Cerrillo, Tracy L.; Parke, Carol S.; Stone, Clement A.
Impact of the Maryland School Performance Assessment Program (MSPAP): Evidence from the Principal, Teacher and Student Questionnaires (Reading, Writing, and Science).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 54p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Educational Change; *Educational Objectives; Educational Practices; Elementary Education; *Language Arts; Middle Schools; *Performance Based Assessment; Principals; Reading; Science Education; State Programs; *Student Attitudes; Student Surveys; *Teacher

professional practices of these teachers. This analysis generated a "standard" for each band of ratings that was then used in determining the appropriate level of professional expertise needed to achieve Level 3 Classroom Teacher status. These issues are discussed in relation to current understandings of the description and assessment of competencies, the development of professional expertise, and standard setting. (Contains 5 tables and 17 references.) (Author/SLD)

ED 434 948   TM 030 201

O'Hear, Philip, Ed.; White, John, Ed.
Assessing the National Curriculum.
PUB DATE- 93
NOTE- 51p.; Published by: Paul Chapman Publishing Ltd., 144 Liverpool Road, London, England N1 1LA, United Kingdom; Tel: 071-609-5315/6; Fax: 071-700-1057.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *British National Curriculum; *Curriculum Development; Educational Assessment; Educational Policy; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; Values
IDENTIFIERS- *Great Britain

In this collection, educators from the United Kingdom debate the history, purposes, achievements, and future direction of the National Curriculum. Differing points of view about the value of the National Curriculum are expressed. More than half of the essays focus on specific aspects of the curriculum. The selections are: (1) "What Place for Values in the National Curriculum?" (John White); (2) "Coherence in Curriculum Planning" (Philip O'Hear); (3) "Do We Need a New National Curriculum?" (Chris Woodhead); (4) "The Foundations of the National Curriculum: Why Subjects?" (Paul Hirst); (5) "National Curriculum: Professional or Ideological?" (Denis Lawton); (6) "Perspectives on the National Curriculum" (Eric Bolton); (7) "The Structure for Assessment and Recording" (Caroline Gipps); (8) "The Shifting Scenery of the National Curriculum" (Paul Black); (9) "Values, National Curriculum and Diversity in British Society" (Jagdish Gundara); (10) "The National Curriculum and Special Educational Needs" (Brahm Norwich); (11) "A Coherent Policy for Science and Technology--Some Difficulties Examined" (Michael Barnett); (12) "The Arts in the National Curriculum: Which Way Now?" (Ken Robinson); (13) "Provision for Personal and Social Development through the Cross-Curricular Themes: A Framework" (Martin Buck and Sally Inman); (14) "A National Curriculum: The Place of Humanities" (John Slater); (15) "A Primary Perspective on the National Curriculum" (Barbara MacGilchrist; and (16) "Shaping the 14-19 Curriculum" (Michael Young). (Contains 88 references and a subject index.) (SLD)

ED 434 949   TM 030 202

Lemann, Nicholas
The Big Test: The Secret History of the American Meritocracy.
PUB DATE- 99
NOTE- 417p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Ability; Academic Aspiration; Educational History;

This bulletin summarizes the latest and most comprehensive research and serious and violent juvenile (SJU) offenders taken from a report by the Study Group on Serious and Violent Juvenile Offenders. It describes characteristics of SUJ offenders and predictors of SUJ offending. Some interventions to prevent offenses by SUJs are reviewed. Recently there have been hopeful signs that the national levels of youth violence and victimization have peaked and are beginning to decline, but new generations of children are at increased risk of becoming SUJ offenders because policymakers do not have the information, resources, or motivation to change the odds. The findings of the Study Group provide evidence to back their claim that it is never too early to prevent SUJ offenses and never too late to intervene to stop these. Each community should use the findings of the Study Group to garner resources and motivate the community's collective will for change. (SLD)

ED 434 971 UD 033 147

Vincent, Carol; Warren, Simon
Responding to Diversity? Refugee Families and Schools.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Diversity (Student); Elementary Education; Foreign Countries; Immigrants; Parent Participation; *Parent School Relationship; Qualitative Research; *Refugees; Teacher Attitudes; Urban Schools
IDENTIFIERS- United Kingdom

This paper reports on a small-scale, recently completed qualitative project conducted in the United Kingdom that focuses on links between refugee families and the schools their children attend. The project attempted to study the relationships between refugee parents and education professionals in order to identify factors that encourage or hinder the strengthening of home-school contact and communication. The research involved a study of four primary (elementary) schools in two inner-city districts in two large cities. Data were collected from parents, teachers, and others about the relationship between home and school. The analytical framework that is used in the paper focuses on models of school-community relationships and the role of the headteacher in determining the particular ethos of each school. School practices and teacher attitudes are described, and the issues are considered in the context of recent public sector reforms, particularly in education policy and practice. Findings show that the social, political, and economic context in which refugee families exist is enormously disabling. Emphasizing flexibility and the permeability of home-school boundaries would help address the concerns refugee parents have over the educational futures of their children. (Contains 50 references.) (SLD)

ED 434 972 UD 033 149

Kelling, George L.; Kennedy, Randall; Musto, David F.; Petersilia, Joan; Cook, Philip
Perspectives on Crime and Justice: 1997-1998 Lecture Series. Volume II. Research Forum.

ED 434 723 PS 026 061

Shames, Stephen
Pursuing the Dream: What Helps Children and Their Families Succeed.
SPONS. AGENCY- Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 97
NOTE- 165p.; Preface by Michael Jordan. Introduction by Roger Rosenblatt. Text by Kathy Goetz Wolf. Contains many photos that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; *Children; Community Development; *Community Programs; *Family Programs; Program Descriptions; School Community Relationship; Youth Problems
IDENTIFIERS- *Family Resource and Support Programs; *Family Support

This book makes extensive use of photographs to document successful community-based family support programs that enable families and their children to overcome cycles of poverty, drugs, and violence. The book begins with an essay by Roger Rosenblatt discussing the history of childhood in America and the growth of community-based programs; the essay also describes a model community-based program in a poor urban neighborhood. The second essay, by author and photographer Stephen Shames, discusses characteristics common to successful programs teaching living skills in a framework that emphasizes personal responsibility and values. The remaining chapters describe and document the following programs: (1) Avance Family Support and Education Program (Texas); (2) Casey County Family Resource and Youth Services Centers (Kentucky); (3) community development programs in New Mexico, New York, District of Columbia, and Michigan; (4) school-community partnerships in Kentucky, Colorado, Illinois, California, and Tennessee; (5) youth development programs in California and Maine; (6) Friends of the Children (Oregon); and (7) Parents and Children Together (Hawaii). Also included is a statement from the Chicago Bulls on their commitment to community centers for the whole family. The book concludes with a list of programs and acknowledgments. (KB)

ED 434 724 PS 027 561

Peet, Susan H.; Powell, Douglas R.
Children's Academic Achievement and Participation in Out-of-School Activities in the Early Elementary School Years.
PUB DATE- 99
NOTE- 36p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Elementary School Students; Extracurricular Activities; Grade 1; Grade 4; Grades (Scholastic); Predictor Variables; Sex Differences; Student Interests

This study examined associations between children's participation in out-of-school activities and academic achievement in a sample of first- and fourth-grade children from ethnically and

ED 434 740 PS 027 943

Dean, Christiana
Credentialing Caregivers. Families Matter.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 98
NOTE- 33p.; For related documents in the Families Matter series, see PS 027 944-950. Also supported by the Francis Families Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Caregivers; *Credentials; *Day Care; Early Childhood Education; *Family Programs; *Training
IDENTIFIERS- *Caregiver Training; *Family Resource and Support Programs; Family Support; Parent Caregiver Relationship

The Families Matter series of papers from the Harvard Family Research Project advances the concept of family-centered child care, advocating an approach to early childhood education that addresses the development of the child and family together. Grounded in family support principles, which build on family strengths and work from a community's culture and resources, family-centered child care incorporates positive attitudes about working with parents and practical activities to serve the family. Asserting that a key place to promote widespread use of family support principles and practices is through the child care training system, the papers that make up the series focus on how the child care field trains providers to include family support. This paper describes why family support is essential given current social and economic trends and stresses the need to build a bridge between child care and family support. After outlining comprehensive family support training content, the author highlights national and state family support credentialing initiatives, as well as family support training available from colleges and individual programs. Stating that the goal of family support training is not to create a specialized type of worker within child care programs but to train and support child care providers to work supportively with families and collaborate with community agencies, the paper then underscores the need for public-access family support training curricula that can be adapted to audiences of child care providers. Contains 52 references. (EV)

ED 434 741 PS 027 944

Anderson, Parker
Parent-Provider Partnerships. Families Matter.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 98
NOTE- 31p.; For related documents in the Families Matter series, see PS 027 943-950. Also supported by the Francis Families Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Caregivers; Cultural Awareness; Cultural Differences; *Day Care; Early Childhood Education; Family Characteristics; Family Involvement; *Family Programs; *Parent Participation; *Training
IDENTIFIERS- *Caregiver Training; *Family Resource and Support

Dramatic Play on Literacy Behaviors.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual International Conference of the Association for Childhood Education International (San Antonio, TX, April 7-10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Behavior; Class Activities; *Dramatic Play; *Emergent Literacy; *Field Trips; Intervention; *Preschool Children; Preschool Education
IDENTIFIERS- Play Learning

This study on the effect of participation in field trips as a literacy intervention in play investigated how preschool children incorporated the literacy behaviors emphasized during the field trips into their play activities. Authentic literacy materials were included in two dramatic play centers before and after 15 children participated in theme-related field trips. During the two field trips, the persons conducting the tours focused on the use of literacy in the workplace and on the literacy materials which had previously been incorporated into the dramatic play centers. Data were collected through analysis of videotaped literacy behaviors exhibited in dramatic play centers before and after the field trips. Although literacy behaviors in dramatic play did show an increase following the literacy-focused field trips, data analyses revealed no significant differences. (Author/EV)

ED 434 759 PS 028 007

Kids Count Data Book on Louisiana's Children, 1999.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Blacks; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; *Counties; Demography; Dropout Rate; Early Parenthood; Economic Status; Economically Disadvantaged; Elementary Secondary Education; Immunization Programs; Infant Mortality; Low Income Groups; Poverty; Prenatal Care; Quality of Life; *Social Indicators; Tables (Data); *Trend Analysis; Welfare Recipients; Welfare Services; *Well Being; Youth Problems
IDENTIFIERS- African Americans; *Indicators; *Louisiana

This Kids Count data book provides statistics on the well-being of children in Louisiana. Data are provided for the state as a whole and for each of Louisiana's 64 parishes. An introduction summarizes findings for 1999, and a final section summarizes trends in the data over the past several years. Indicators used in the report to measure child well-being are: (1) population; (2) poverty; (3) employment and income (median family income, percent and number unemployed); (4) children receiving aid from Family Independence Temporary Assistance Program (FITAP), Medicaid, food stamps, Women Infants and Children (WIC) program, child care assistance, and FINDWORK child care; (5) maternal and child health (percent births to teens, percent low birth weight, percent women receiving adequate prenatal care, infant mortality rate, immunization rates); (6) children in trouble (children in custody/under supervision of Office of Youth Development, crimes against property, crimes against

NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Improvement; *Educational Needs; *Educational Quality; Elementary Secondary Education; *Improvement Programs; *School Attitudes; School Community Relationship; School Culture; State School District Relationship
IDENTIFIERS- *Iowa

The role of the Iowa Ambassador to Education is to be a liaison between the state department of education and primary and secondary schools. To prepare for the year of conversations across the state, the ambassador formulated three questions that she asked everywhere she went: 1) What is good about your school? 2) What would you change to improve the quality of learning? and 3) Does the school have a school improvement plan? This report presents the information and thoughts that resulted from grouping the answers into categories and converting them to usable data. Six categories emerged from the first two questions: organizational structure of schools, quality of education and instruction, resources for schools, governance of schools, school culture, and people and relationships. Each category is discussed, beginning with a graph depicting items most mentioned in response to the first two questions. Themes raised by the third question include why some respondents had only a vague knowledge of a plan, the process involved in creating plans, the results of planning, ownership of the plan, and criticisms of school improvement plans. A fourth question was posed to approximately 30 administrators and teachers: How do we know when students learn? Eight vignettes scattered throughout the report provide insights into the issues discussed. An appendix presents the ambassador's schedule. (TD)

ED 434 778 RC 022 090

Leight, Robert L.; Rinehart, Alice Duffy
Country School Memories: An Oral History of One-Room Schooling. Contributions to the Study of Education, Number 74.
PUB DATE- 99
NOTE- 166p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- Consolidated Schools; Cross Age Teaching; *Educational History; Educational Practices; Elementary Secondary Education; Interviews; *Mixed Age Grouping; *One Teacher Schools; Oral History; Personal Narratives; Reminiscence; *Rural Education; *Rural Schools; School Culture; Small Schools; Teacher Student Relationship
IDENTIFIERS- *Pennsylvania (Bucks County)

This book draws on interviews with 47 former participants in one- and two-room schools, primarily in the northern part of Bucks County, Pennsylvania. Chapter 1 presents a history of the one-room, one-teacher rural school, discussing the school consolidation trend, pupil transportation, and the three factors most instrumental in the one-room school's demise: the assessment by educational experts that rural one-room schools were inferior to urban schools, the belief that greater economies could be gained by school consolidation, and the movement to modernize due to the urbanization of population. Chapter 2 consists of seven oral histories of small rural schools in Pennsylvania, covering the early 20th century

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Adolescents; Daily Living Skills; Disadvantaged; *Empowerment; Females; Foreign Countries; *Health Education; Late Adolescents; Nongovernmental Organizations; Nonschool Educational Programs; Out of School Youth; Preadolescents; Program Development; Rural Education; *Rural Women; *Sex Education; *Social Change
IDENTIFIERS- Cultural Sensitivity; *Egypt

New Horizons is a nonschool program that demystifies and communicates essential information on basic life skills and reproductive health to Egyptian girls and young women aged 9-20. The program consists of 100 hour-long sessions, each including an introduction to a specific topic, review of group knowledge level, discussion around key points displayed on a poster, assessment, and follow-up activity. Topic categories are identity, rights and responsibilities, nutrition, health, first aid, child development, environment, small business projects, and for those over age 12, adolescence, violence against women, marriage, pregnancy, family planning, and sexually transmitted diseases. The program was developed in three upper Egyptian rural governates with low female education and literacy. A diverse group of nongovernmental organizations (NGOs) assembled a team of fieldworkers who identified rural girls' problems and needs, chose 17 topics as the foundation of program materials, trained local volunteer facilitators, and evaluated early field tests. Notable program features include a comprehensive assortment of topics, an integrated approach to working with rural parents and communities, cultural and social sensitivity, simple manuals for facilitators, and replicability. Over 100 New Horizons Girls' Learning Centers now operate in four governates. Positive program impacts include changing traditional harmful practices and attitudes, building girls' confidence and status, creating demand for literacy and education, and encouraging girls to share new ideas within the family. Appendices list NGO program developers, program topics, and a chronology of program development. (SV)

ED 434 796 RC 022 136

Arenas, Alberto
If We All Go Global, What Happens to the Local? In Defense of a Pedagogy of Place.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Toronto, Canada, April 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship; Community Development; Cultural Education; *Ecology; Empowerment; Entrepreneurship; *Environmental Education; Foreign Countries; Intermediate Grades; Role of Education; *School Community Relationship; Secondary Education; Secondary Schools; Student Projects; *Thematic Approach
IDENTIFIERS- Colombia; *Place Based Education; Sense of Place

The current educational emphasis on the "global community" misses the most immediate and concrete area where students can make a difference: the locality. Without negating the importance of

Scientific Concepts; Technology; Videotape Recordings; *Water; *Weather
IDENTIFIERS- *Rain; *Snow

The videos in this educational series, for grades 4-7, help students understand the science behind weather phenomena through dramatic live-action footage, vivid animated graphics, detailed weather maps, and hands-on experiments. This episode (23 minutes) gives concise explanations of the various types of precipitation and describes how the water cycle works to constantly recycle water around the world. Typical North American weather patterns are discussed, and the science behind snow-making machines is presented. A simple experiment for comparing the density of liquid and solid water is featured. This program includes a Teacher's Guide featuring additional information, vocabulary words, discussion questions, follow-up activities, and lists of suggested books and Internet resources. (WRM)

ED 434 822 SE 062 881

Weather Fundamentals: Hurricanes & Tornadoes. Videotape .
PUB DATE- 98
NOTE- 0p.; For other tapes in series, see SE 062 880-885.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Earth Science; *Environmental Education; Hurricanes; Intermediate Grades; Junior High Schools; *Meteorology; Natural Disasters; *Science Activities; Science and Society; Science Instruction; Scientific Concepts; Technology; Tornadoes; Videotape Recordings; *Weather; Wind (Meteorology)

The videos in this educational series, for grades 4-7, help students understand the science behind weather phenomena through dramatic live-action footage, vivid animated graphics, detailed weather maps, and hands-on experiments. This episode (23 minutes) features information on the deadliest and most destructive storms on Earth. Through satellite images, Doppler radar, and storm footage, the program shows how meteorologists use data such as location, movement, wind speed, temperature, and air pressure to predict the course of these storms. The video also describes how air moves inside the funnel of a tornado and documents "storm chasers" as they follow and collect information about tornadoes. This program includes a Teacher's Guide featuring additional information, vocabulary words, discussion questions, follow-up activities, and lists of suggested books and Internet resources. (WRM)

ED 434 823 SE 062 882

Weather Fundamentals: Clouds. Videotape .
PUB DATE- 98
NOTE- 0p.; For other tapes in series, see SE 062 880-885.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Earth Science; *Environmental Education; Intermediate Grades; Junior High Schools; *Meteorology; *Science Activities; Science and Society; Science Instruction; Scientific Concepts; Technology; Videotape Recordings; Water; *Weather
IDENTIFIERS- *Clouds

introduction) and an introduction for teachers that provides historical background on Zaire, the collection is divided into the following sections and each section has several writings: (1) "Souvenirs du Zaire" ("Memories of Zaire"); (2) "La Vie au Zaire" ("Life in Zaire"); (3) "Oppression et Guerre" ("Oppression and War"); (4) "Ma Vie" ("My Life"); (5) "Depart du Zaire" ("Leaving Zaire"); (6) "Arrivee en Angleterre" ("Arriving in England"); (7) "La Vie en Grande-Bretagne" ("Life in Britain"); (8) "Etre Refugie" ("Being a Refugee"); and (9) "Espoir pour L'Avenir" ("Hopes for the Future"). Includes a resources section that lists books, briefing papers, fact sheets, materials on refugees, and useful addresses. (BT)

ED 434 845   SO 030 533

Miller, Wanda J.
Teaching U.S. History through Children's Literature: Post-World War II.
PUB DATE- 98
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- *Childrens Literature; *Curriculum Enrichment; Fiction; Middle Schools; *Modern History; Nonfiction; Student Motivation; Thematic Approach; *United States History
IDENTIFIERS- *Trade Books

Intended for use in grades 4-8, this book provides teachers and librarians with everything they need for a successful literature-based history program in upper elementary and middle school grades. Through recommended reading selections, extension activities, and other supplementary information, the book integrates historical fiction and nonfiction with trends or aspects of modern U. S. history. For each topic, two or more titles are suggested (one for use with an entire class and one for use with small reading groups). Summaries of the book, author information, activities, and topics for discussion are supplemented with vocabulary lists and ideas for research topics and further reading. The book is divided into the following thematic sections: (1) "The Korean War"; (2) "The Civil Rights Movement"; (3) "The Women's Rights Movement"; (4) "Space Exploration"; (5) "The Vietnam War"; (6) "Celebrating Our Multicultural Heritage"; (7) "The Persian Gulf War"; and (8) "Supplemental U.S. History Resources." (BT)

ED 434 846   SO 030 725

Barnhisel, Rae, Ed.
George Washington: Gentleman from Mount Vernon. Volume 14. Teaching with Primary Sources Series.
PUB DATE- 98
NOTE- 82p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *History Instruction; Intermediate Grades; *Presidents of the United States; Primary Sources; Secondary Education; Social Studies; Thinking Skills; *United States History; Units of Study
IDENTIFIERS- Biodata; *Washington (George)

This unit of study (for grades 5 and up) on George Washington,

Students Placed At Risk, Baltimore, MD.; Joyce Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 39p.; For full report, see ED 432 637.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Attendance Patterns; Educational Change; Educational Environment; Educational Improvement; *High School Freshmen; High Schools; Program Evaluation; Student Attitudes; Student Behavior; Students; Teacher Attitudes; Teacher Collaboration; Teacher Student Relationship; Teaching Conditions; *Teamwork; *Transitional Programs; Tutoring
IDENTIFIERS- *Project Transition

This executive summary describes the implementation and effects of Project Transition, a program designed to help high school freshmen succeed by combining three strategies: student-teacher clusters with shared schedules, extra time for teachers to work together, and teacher coaching to support instructional change. Project Transition was implemented at two high schools: one in Kansas City, Kansas, and the other in Milwaukee, Wisconsin. It examined the effectiveness of the strategies on students' attendance and performance in the freshman year. Evaluation data came from student surveys, observations, interviews, focus groups, and school records. The project was more fully implemented at one high school than the other, and the planning process was stronger with more teacher involvement at the more successful school. At both schools, it created a more supportive environment for students and teachers, though in different ways. It achieved positive effects on selected academic outcomes at the school where it was more fully implemented. Students and teachers perceived benefits to and drawbacks from shared schedules, though teachers were less likely to perceive benefits. Daily teacher team meetings functioned stably, with content focused on student problems or integrated curriculum units. The coach and learning resource partners were generally not well received by teachers. The project had positive effects on student self-perception and small effects on student achievement at the more successful school. (SM)

ED 434 868 SP 038 759

Rowley, James B.; Hart, Patricia M.
High-Performance Mentoring: A Multimedia Program for Training Mentor Teachers. Participant's Notebook.
PUB DATE- 00
NOTE- 148p.; For related "Facilitator's Guide," see SP 038 760.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; *Mentors; Multimedia Instruction; Multimedia Materials
IDENTIFIERS- *Protege Mentor Relationship

This book is designed to be used in conjunction with a training workshop which helps experienced educators meet the unique challenges of mentoring beginning teachers. The training helps participants explore the mentoring process, understand the problems and concerns of the beginning teacher, identify the six essential qualities of a high-performance mentor, adapt

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Counseling; *Cultural Differences; *Cultural Relevance; Curriculum Development; *Diversity (Student); Educational Change; *Educational Environment; Elementary Secondary Education; Foreign Countries; Limited English Speaking; Minority Group Children; *Multicultural Education; Racial Bias; Racial Discrimination; Role Models; Second Language Learning; Staff Development; Student Attitudes; Student Evaluation; Student Needs; Teacher Attitudes; Teacher Expectations of Students; Teacher Improvement; Teaching Methods
IDENTIFIERS- Saskatchewan

This document, the second in a series on diversity in the classroom, explores relationships, addresses issues, and provides a framework for examining multicultural education. It also offers practical ideas for bringing multicultural education to the classroom and school, touching on underlying assumptions and beliefs about cultural diversity, learning, language, and schools. Section 1, "Introduction," reviews the subject. Section 2, "Why is Multicultural Education Important?" discusses reasons for and benefits of promoting multicultural education. Section 3, "What is Multicultural Education?" looks at four approaches to multicultural education: contributions, additive, transformation, and social action. It also examines what a multicultural perspective is and is not. Section 4, "Creating an Environment for Multicultural Education," discusses: guiding principles for reflecting diversity in a multicultural education curriculum, teaching/learning strategies, effective multicultural school characteristics, and examining the multicultural ethos of the school. Section 4, also highlights physical and emotional environments, social needs and interpersonal dynamics, and intellectual needs. Section 5, "Addressing Issues," examines language learning environments, matching teaching and learning styles, curriculum and resource materials, role models, teacher attitudes and expectations, counseling, testing and assessment, labeling and grouping, and anti-biased, anti-racist education. Section 6, "Planning for Action," presents necessary components for successful program planning. Four appendixes present case studies, helping strategies, guidelines areas, and guidelines. (Contains 13 references.) (SM)

ED 434 888 SP 038 823

Tunney, Kevin
Growing Stronger: Teaching and Learning Responsibility. Diversity in the Classroom Series, Number Three.
PUB DATE- 96
NOTE- 64p.; For other documents in this series, see SP 038 821-827.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Conflict Resolution; Cooperative Learning; Curriculum Development; *Democratic Values; Discipline; *Diversity (Student); Elementary Secondary Education; Foreign Countries; *Interpersonal Competence; Parent Teacher Cooperation; *Social Development; Staff Development;

Research; Educational Theories; Elementary Secondary Education; Higher Education; Needs Assessment; *Professional Development; Research Methodology; *Research Problems

This volume provides an overview of the tensions, dilemmas, issues, and possibilities that characterize educational research. The contributions of more than 20 researchers examine the state of educational research, its future directions, and some of the major trends that have affected the field. The contributions are: (1) "An Auspicious Moment for Educational Research" (Ellen Condliffe Lagemann); (2) "Research and the Purposes of Education" (David K. Cohen and Carol A. Barnes); (3) "Poles Apart: Reconciling the Dichotomies in Education Research" (Theodore R. Mitchell and Analee Haro); (4) "Needed: Thoughtful Research for Thoughtful Schools" (Deborah W. Meier); (5) "Sociology and the Study of Education: Continuity, Discontinuity, and the Individualist Turn" (Charles E. Bidwell); (6) "From Society to School and Back Again: Questions about Learning in and for a World of Complex Organizations" (Elisabeth S. Clemens); (7) "Understanding Educational Processes in an Era of Globalization: The View from Anthropology and Cultural Studies" (Kathleen Hall); (8) "Professing Educational Scholarship" (Lee S. Shulman); (9) "The Core, the Canon, and the Development of Research Skills: Issues in the Preparation of Education Researchers" (Alan H. Schoenfeld); (10) "Discipline and Disciplines in Education Research: Elusive Goals?" (Shirley Brice Heath); (11) "Culture and Commitment: Challenges for the Future Training of Education Researchers" (Vanessa Siddle Walker); (12) "Preparing Education Researchers To Practice Education Research" (Anna Neumann, Aaron M. Pallas, and Penelope L. Peterson); (13) "The Changing Infrastructure of Education Research" (Allan Collins); (14) "Research, Reform, and Aims in Education: Modes of Action in Search of Each Other" (James G. Greeno, Ray McDermott, Karen A. Cole, Randi A. Engle, Shelley Goldman, Jennifer Knudsen, Beatrice Lauman, and Charlotte Linde); (15) "New Media Communications Forums for Improving Education Research and Practice" (Roy D. Pea); (16) "Multiples of Evidence, Time, and Perspective: Revising the Study of Teaching and Learning" (Deborah Loewenberg Ball and Magdalene Lampert), and (17) "Postscript: Some Reflections on Education Research" (Jerome Bruner). Each chapter contains references. (SLD)

ED 434 907   TM 030 136

Barton, Paul E.
Learn More, Earn More?
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Economic Impact; *Education Work Relationship; Educational Attainment; Grades (Scholastic); *High School Graduates; High Schools; *Income; *Labor Market; *Outcomes of Education
IDENTIFIERS- National Education Longitudinal Study 1988

It is generally acknowledged that the earnings differential between those who have college degrees and those who do not is large, but whether higher achieving students who do not go on to college earn more than lower achieving students has not been clarified. Research from the National Education Longitudinal Study of 1988 shows that the labor market does not generally reward efforts to excel in school for those who persevere to

Attitudes; Teacher Surveys; Teachers; Testing Programs; Writing (Composition)
IDENTIFIERS- *Maryland School Performance Assessment Program; Reform Efforts

This study examines the underlying structure of the teacher language arts and science questionnaires from a project studying the impact of the Maryland School Performance Assessment Program (MSPAP). The dimensions of the questionnaire concerning practices and attitudes related to the MSPAP were studied, as well as the extent to which the on-grade and off-grade teachers differed on these dimensions. The extent to which principals and students differed from teachers with respect to a subset of the dimensions was also examined. The final samples for language arts included the teachers, principals, and some students from 59 elementary and 31 middle schools. For the science questionnaire, the final sample contained 103 elementary and 58 middle schools. Overall, evidence suggests that the MSPAP is having an impact on classroom instruction to some extent. The majority of the language arts and science teachers indicated that they have made changes in their classroom activities to reflect the Maryland learning outcomes and the MSPAP. According to the teachers, the impact has been similar between the on- and off-grade levels. When differences occurred, they were primarily between elementary and middle school teachers, with elementary school teachers tending to respond more favorably than middle school teachers. Most teachers indicated that the MSPAP is a useful tool for improving instruction, but the majority also indicated that they oppose using the MSPAP for identifying schools for rewards or recognition. (Contains 29 tables and 21 references.) (SLD)

ED 434 929   TM 030 181

Stone, Clement A.; Lane, Suzanne
MSPAP Performance Gains from 1993-98 and Their Relationship to "MSPAP Impact" and School Characteristic Variables.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; Educational Assessment; Educational Change; *Educational Objectives; Educational Practices; Elementary Education; *Institutional Characteristics; Middle Schools; *Performance Based Assessment; Science Education; State Programs; Structural Equation Models; Student Surveys; Teacher Surveys; Testing Programs
IDENTIFIERS- Impact Evaluation; *Maryland School Performance Assessment Program; Reform Efforts

A prevailing assumption underlying statewide performance-based assessments is that they not only serve as motivators in improving student achievement and learning, they also encourage instructional strategies and techniques in the classroom that are more consistent with reform-oriented educational outcomes. Given these high expectations, more comprehensive and direct evidence for the consequences of assessments (both negative and positive) need to be addressed. The purpose of this paper is to explore the relationship between changes in the scores from the

*Educational Testing; Elementary Secondary Education; *Higher Education; *Intelligence Tests; Social Class; Standardized Tests; *Test Use
IDENTIFIERS- *Meritocracy

In the United States today tests of the ability to perform well in school divide society and define opportunity. Higher education has become a major focus of aspirations people hold for their children, and educational testing determines who qualifies for higher education. This history recounts the development of intelligence testing and its early purpose as a way to unseat the quasi-hereditary white male elite that had run the United States until the end of World War II. U.S. citizens have come to believe that the system of standardized tests is the only possible embodiment of the principle of a U.S. meritocracy. How this came about, what it really means for equal education, and the alternatives that may be developed are explored. "Book One: The Moral Equivalent of Religion" contains 10 chapters on the history of ability testing. "Book Two: The Master Plan" describes the development of the current system, and "Book Three: The Guardians" discusses the system as it operates today. (Contains 350 endnotes and an index.) (SLD)

ED 434 950 TM 030 205

Jensen, Eric
Teaching with the Brain in Mind.
PUB DATE- 98
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Brain; *Cognitive Processes; Elementary Secondary Education; *Learning; *Neuropsychology; Recall (Psychology); Student Motivation; *Teaching Methods; Theories

This book reviews recent research and theory on the brain and balances this information with tips and techniques for using the information in classrooms. Brain-compatible learning is explored in the following chapters: (1) "The New Winds of Change"; (2) "The Learning Brain"; (3) "Getting Students Ready To Learn"; (4) "Enriched Environments and the Brain"; (5) "Getting the Brain's Attention"; (6) "How Threats and Stress Affect Learning"; (7) "Motivation and Rewards"; (8) "Emotions and Learning"; (9) "Movement and Learning"; (10) "The Brain as a Meaning-Maker"; and (11) "Memory and Recall." (Contains 38 figures and 201 references.) (SLD)

ED 434 951 TM 030 207

Fogarty, Robin
How To Raise Test Scores. K-College.
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Achievement Gains; Achievement Tests; Educational Testing; Elementary Secondary Education; *Scores; *Standardized Tests; *Teaching Methods; Test Coaching; *Test Results

PUB DATE- 98
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Crime; Guns; *Justice; *Law Enforcement; Social Problems; Substance Abuse; *Urban Problems; Urban Youth; *Violence

These papers share perspectives on crime and justice. The following lectures are included: (1) "Crime Control, the Police, and Culture Wars: Broken Windows and Cultural Pluralism" (George L. Kelling); (2) "Race, the Police, and 'Reasonable Suspicion'" (Randall Kennedy); (3) "The American Experience with Stimulants and Opiates" (David F. Musto); (4) "A Decade of Experimenting with Intermediate Sanctions: What Have We Learned" (Joan Petersilia); and (5) "The Epidemic of Youth Gun Violence" (Philip Cook). Each paper contains end notes. (SLD)

ED 434 973 UD 033 150

Fiscal Year 1999 At-a-Glance. Office of Justice Programs.
PUB DATE- 98
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Federal Aid; Federal Government; Federal Legislation; *Financial Support; *Justice; Program Development; Program Implementation; *Public Agencies; Urban Problems; Violence

This publication provides brief descriptions of all the funding opportunities of the bureaus and offices of the Office of Justice Programs. Each description lists the amount of funding available, tells who can apply, and gives the status of program regulations, guidelines, reports, and application kits. The citations also contain the name of the authorizing statute and United States Code references. Programs are listed for the following: (1) Bureau of Justice Assistance; (2) Bureau of Justice Statistics; (3) Corrections Program Office; (4) Drug Courts Program Office; (5) Executive Office for Weed and Seed; (6) National Institute of Justice; (7) Office of Juvenile Justice and Delinquency Prevention; (8) Office of Justice Programs/Office of the Assistant Attorney General; (9) Office of State and Local Domestic Preparedness Support; (10) Office for Victims of Crime; and (11) Violence against Women Grants Office. Many of these offices have funding available for community and health education programs. Contains an Office of Justice Programs organizational chart. (SLD)

ED 434 974 UD 033 151

What Can the Federal Government Do To Decrease Crime and Revitalize Communities? Panel Papers from the Department of Justice Symposium (Washington, D.C., January 5-7, 1998).
PUB DATE- 98
NOTE- 103p.; A joint publication of the National Institute of Justice and the Executive Office for Weed and Seed.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

economically diverse families. A total of 116 mothers and their first- or fourth-grade child participated in the study. The sample consisted of families with annual incomes of less than $30,000 per year. Regression analyses showed that an increase in the length of time (months and years) a child participated in out-of-school activities was positively associated with higher report card grades. Regression analyses also showed that an increase in the number of organized activities and frequency of participation in organized activities were associated with lower report card grades for males. Different patterns of association were identified for activities with and without an organizational context, for males and females, and for first- and fourth-grade children. (Contains 20 references.) (Author/EV)

ED 434 725 PS 027 704

Lee, Minjung
Study of the Factors Influencing Child's Development in Day Care Center: Developing Strategies for High-Quality Program.
PUB DATE- 99
NOTE- 74p.; Master's paper, Pennsylvania State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Change Strategies; Child Caregivers; Child Development; *Day Care; *Day Care Centers; *Day Care Effects; Early Childhood Education; Employed Parents; Evaluation Criteria; Parent Participation; *Public Policy; Teacher Student Ratio; Young Children
IDENTIFIERS- Accreditation Standards; Child Care Legislation; *Day Care Quality; National Association Educ of Young Children

Noting that day care is a tangible facet of American family life, this paper examines the essential components of quality child care, presents strategies for improving child care quality, and discusses social policies and issues related to quality child care. The paper first examines six criteria, proposed by the National Association for the Education of Young Children (NAEYC), for judging day care quality: (1) staff-child ratios; (2) group size; (3) caregiver qualifications; (4) caregiver stability and continuity; (5) structure and content of daily activities; and (6) space and facilities. To determine the effect of day care on young children, researchers examine progress in verbal, cognitive, and social skills, and appropriate achievement in emotional and physical health. Reviewing the literature, the paper finds that early childhood educators are concerned with the intellectual, physical, and social aspects of child development as a result of day care. The paper then details strategies for improving the quality of child care: (1) supporting low-income children and families; (2) training of child care staff; (3) accreditation of model programs; (4) fiscal regulations; (5) licensing regulation; and (6) child care information and referral. To achieve quality day care, the paper offers the following recommendations: (1) increased federal financial subsidies for low-income families; (2) upgraded compensation and training of child care staff; (3) state and local standards for child care quality; and (4) expansion of resource and referral services. Contains 78 references. (LBT)

ED 434 726 PS 027 832

Doverborg, Elisabet; Pramling, Ingrid
To Understand Children's Thinking: Methods for Interviewing Children. Reports from Department of Methodology, University of

Programs; Family Support; Parent Caregiver Relationship

The Families Matter series of papers from the Harvard Family Research Project advances the concept of family-centered child care, advocating an approach to early childhood education that addresses the development of the child and family together. Grounded in family support principles, which build on family strengths and work from a community's culture and resources, family-centered child care incorporates positive attitudes about working with parents and practical activities to serve the family. Asserting that a key place to promote widespread use of family support principles and practices is through the child care training system, the papers that make up the series focus on how the child care field trains providers to include family support. This paper discusses how to work with children and families from diverse backgrounds, as well as some of the challenging issues raised by working with families having differing values, cultural norms, and experiences. Stressing the importance of basing parent involvement activities on two-way communication, it presents a practical model for establishing and nurturing family-supportive parent-provider relationships. The paper acknowledges the challenges to building successful cross-cultural relationships and describes an array of strategies for increasing provider awareness of the environment in which families raise their children and meet their daily obligations, and for gaining empathy for each family's unique circumstances. Contains 15 references. (EV)

ED 434 742 PS 027 945

Eyre, Saren
Resource Guide for Family-Centered Child Care. Families Matter.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 98
NOTE- 31p.; For related documents in the Families Matter Series, see PS 027 943-950. Also supported by the Francis Families Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Child Caregivers; Child Rearing; Cultural Awareness; Cultural Differences; *Day Care; Early Childhood Education; Family Involvement; *Family Programs; Fathers; *Parent Participation; *Resource Materials; Training
IDENTIFIERS- Caregiver Training; *Family Resource and Support Programs; Family Support; Parent Caregiver Relationship

For child care to become more supportive of families, programs and providers need to learn about the guiding principles of working with families and the concrete steps they can take in that direction. This resource guide offers ideas and resources for implementing family support principles in child care. The guide offers practitioners ideas and practical activities; it also offers an annotated bibliography of up-to-date publications and training materials that child care providers can use to improve their efforts to support families. The list of resources is not exhaustive, but illustrates the range of materials that is currently available. Only materials with a family focus are included, along with those dealing with topics of current interest in the field, such as multicultural approaches to working with families and the role of fathers in child rearing. The resource guide is divided into the following five sections: (1) "Implementing Family Support Principles in Child Care" (presents materials on the rationale for family support in child care, program models, and ways to build positive relationships with families, including those from persons); (7) child abuse and neglect (physical abuse, neglect, sexual abuse, children in foster care); and (8) public education (registration, per pupil expenditure, teacher salary, exceptional children program, dropout rates). (EV)

ED 434 760 PS 028 008

Summer Food Service Program for Children: Site Supervisor's Handbook. Revised Edition.
PUB DATE- 94
NOTE- 21p.; For 1991 revised edition, see ED 340 456.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Breakfast Programs; *Food Service; Lunch Programs; Nutrition; Orientation; Program Administration; *Program Implementation; Recordkeeping; *Summer Programs; *Supervisors; Supervisory Training
IDENTIFIERS- Food Preparation; Program Sponsorship; *Summer Food Service Program

This handbook describes the duties of the supervisor of a food service site in the Summer Food Program for Children. The responsibilities of the program sponsor are listed first; these include handling bills and paperwork, training supervisors, advising about meal types and what to do with leftovers, providing record-keeping forms and instructions, and assigning a monitor to assist the supervisor. Information that should be included in the supervisor's training is listed, and review questions to answer about the program's daily operations are suggested. Next, the supervisor's duties are delineated; these include ordering and counting the meals, assuring the meals meet nutritional requirements, and serving the meals within certain limitations. The special problems associated with the first day of the program's operation are discussed. Meal pattern requirements are presented in table form with footnotes, and advice on dealing with official visitors is provided. The handbook concludes with common questions and answers about the Summer Food Service Program and a list of do's and don'ts for supervisors. (EV)

ED 434 761 PS 028 009

Hofer, Manfred, Ed.; Youniss, James, Ed.; Noack, Peter, Ed.
Verbal Interaction and Development in Families with Adolescents. Advances in Applied Developmental Psychology, Volume 15.
PUB DATE- 98
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adolescent Attitudes; *Adolescent Development; *Adolescents; Adopted Children; Comparative Analysis; Context Effect; Discourse Analysis; Family Relationship; Fathers; Foreign Countries; Identification (Psychology); Longitudinal Studies; Mothers; *Parent Child Relationship; *Personal Autonomy; Role Playing; Sex Differences
IDENTIFIERS- *Adolescent Behavior; Germany; Identity Formation; Identity (Psychological); *Individuation; Netherlands

Individuation theory is rooted in the belief that it is a major developmental task for adolescents to establish their identity while simultaneously maintaining a relationship with their through World War II. The next two chapters draw from the interviews to gain insights on such subjects as the teacher and teaching methods, the culture of the school, games played by the students, and dealing with diversity. The final chapter discusses the advantages and disadvantages of the one-room school experience, citing the main advantages as the family-like closeness of the teacher and students, individual instruction, learning from older students, and the responsibility that came from helping each other. Disadvantages were the possibility of having a bad teacher for years, lack of socialization in large groups, lack of resources, and poor heating and plumbing. A discussion of lessons learned covers school culture, multi-age grouping, standards, volunteerism, and teachers. Two appendices list persons interviewed and where they attended or taught school. (Contains 48 references, photographs, and an index.) (TD)

ED 434 779 RC 022 096

Program Report of the Four Regional Rural Development Centers, 1997.
PUB DATE- 98
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Development; Economic Development; Economically Disadvantaged; Natural Resources; *Public Policy; *Regional Programs; *Rural Areas; *Rural Development; Rural Education; Rural Family; Self Help Programs
IDENTIFIERS- *Regional Rural Development Centers

A combined report of the four Regional Rural Development Centers (RRDCs) and their partners focuses on selected outreach and research activities, projects, and accomplishments in fiscal year 1997. The report is organized around five topics identified as key issues for the mid 1990s: (1) improving economic competitiveness, diversity, and adaptability of small or rural communities; (2) linking natural resource industries with community and environmental resources; (3) increasing community capacity to deal with change; (4) enhancing self-reliance of families and communities; and (5) facilitating development of policies that enhance the well-being of rural people and small towns. For each topic, brief project descriptions provide insight into the number and diversity of people involved in development of RRDC programs, links to other organizations and institutions, integration of research and outreach, relevance to regional or national issues, and effects on rural people. Challenges faced by RRDCs include rapidly changing economic and policy settings, new cadres of professionals involved in rural development without access to training and research support, increasing demands for accountability for all programs, shrinking resources in the public sector, increasing ethnic diversity, and environmental conflicts. (CDS)

ED 434 780 RC 022 100

Knudson, Douglas M.; Cable, Ted T.; Beck, Larry
Interpretation of Cultural and Natural Resources.
PUB DATE- 95
NOTE- 530p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

having a sense of responsibility toward the global community, a pedagogy of place argues that children cannot comprehend, much less feel a commitment toward, issues and problems in distant places until they have a well-grounded knowledge of their own place. The place that one inhabits can teach about the interdependency of social and natural systems. Understanding a pedagogy of place is understanding the purpose of education: the development of competence, care, and appreciation in political, environmental, and aesthetic areas. Two public secondary schools serving poor students in Colombia promote a pedagogy of place that defends the integrity of the community and surrounding environment. Fernandez Guerra Secondary School in the semi-urban town of Santander de Quilichao uses an interdisciplinary approach in which each grade focuses on a locally relevant theme and a social or ecological project. Tomas Herrera Cantillo Secondary School in the isolated village of Penoncito engages students in organic agriculture and animal husbandry projects relevant to sustainable community development. Examples show how the schools transmit competence, care, and appreciation in the direction of political, aesthetic, and environmental awareness and also prepare students for national standardized tests and avoid parochialism. (Contains 17 references.) (SV)

ED 434 797 SE 058 472

Performance Standards: English Language Arts, Mathematics, Science, Applied Learning, Volume 1. Elementary School. Consultation Draft.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 95
NOTE- 231p.; For Volume 2 (Middle School) and Volume 3 (High School), see SE 058 473-474. Support for the development of these standards was also provided by the New Standards Partners.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Elementary Education; *Language Arts; Learning Activities; *Mathematics Education; *Performance Based Assessment; *Science Education

"New Standards" is a collaboration between the Learning Research and Development Center and the National Center on Education and the Economy, in partnership with states and urban districts, working to build an assessment system with which to measure students' progress toward meeting national standards at internationally benchmarked levels. The New Standards assessment system has three interrelated components: (1) performance standards; (2) an on-demand examination; and (3) a portfolio system. Standards are provided for English Language Arts, Mathematics, Science, and Applied Learning at the elementary school level. (Contains 22 references.) (ASK)

ED 434 798 SE 058 473

Performance Standards: English Language Arts, Mathematics, Science, Applied Learning, Volume 2. Middle School. Consultation Draft.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 95
NOTE- 217p.; For Volume 1 (Elementary School) and Volume 3 (High

The videos in this educational series, for grades 4-7, help students understand the science behind weather phenomena through dramatic live-action footage, vivid animated graphics, detailed weather maps, and hands-on experiments. This episode (23 minutes) discusses how clouds form, the different types of clouds, and the important role they play in weather and the water cycle. Doppler radar and storm footage are used to show how meteorologists analyze the shape, size, color, and location of clouds to determine a weather forecast. An experiment for creating a cloud in a jar is described. "Cloud seeding" is also discussed. The program includes a Teacher's Guide featuring additional information, vocabulary words, discussion questions, follow-up activities, and lists of suggested books and Internet resources. (WRM)

ED 434 824   SE 062 883

Weather Fundamentals: Wind. Videotape .
PUB DATE- 98
NOTE- 0p.; For other tapes in series, see SE 062 880-885.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Climate; *Earth Science; *Environmental Education; Intermediate Grades; Junior High Schools; *Meteorology; Middle Schools; *Science Activities; Science and Society; Science Instruction; Scientific Concepts; Technology; Videotape Recordings; *Weather; *Wind (Meteorology)

The videos in this educational series, for grades 4-7, help students understand the science behind weather phenomena through dramatic live-action footage, vivid animated graphics, detailed weather maps, and hands-on experiments. This episode (23 minutes) describes the roles of the sun, temperature, and air pressure in creating the incredible power of wind. The mechanics of wind speed and direction and the use of wind as an energy source are explored. How wind is used to control the flight of hot air balloons is also explained. The program includes a Teacher's Guide featuring additional information, vocabulary words, discussion questions, follow-up activities, and lists of suggested books and Internet resources. (WRM)

ED 434 825   SE 062 884

Weather Fundamentals: Climate & Seasons. Videotape .
PUB DATE- 98
NOTE- 0p.; For other tapes in series, see SE 062 880-885.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Climate Change; Climate Control; *Earth Science; *Environmental Education; *Environmental Influences; Intermediate Grades; Junior High Schools; *Meteorology; Middle Schools; *Science Activities; Science and Society; Science Instruction; Scientific Concepts; Videotape Recordings; Water; *Weather; Wind (Meteorology)
IDENTIFIERS- *Seasons

The videos in this educational series for grades 4-7, help students understand the science behind weather phenomena through dramatic live-action footage, vivid animated graphics, detailed weather maps, and hands-on experiments. This episode (23 minutes), describes weather patterns and cycles around the globe. The various types of climates around the world are discussed, and the effects of factors such as the sun, wind, temperature, precipitation, and position of the Earth are the first President of the United States, was prepared by the Mount Vernon Ladies Association. The unit contains three main elements: (1) 14 diverse classroom activities involving the use of various documents and supplements that can be adapted as primary sources; (2) the document descriptions (a list of each document included in the unit with a brief description, a synopsis of its historical significance to the unit's theme, and a specific reference); and (3) the documents themselves. A list of additional resources for both teachers and students also is included. Use of the Activities section of the unit allows students to practice the following skills and strategies: collecting, organizing, interpreting, and weighing the significance of factual evidence to achieve a systematic analysis of documents; comparing and contrasting evidence from different sources; identifying factual information and separating it from opinion; identifying points of view and biases; and developing defensible inferences, conclusions, and generalizations from factual evidence. (BT)

ED 434 847 SO 030 815

American Stories: Collected Scholarship on Minority History from the OAH Magazine of History.
PUB DATE- 98
NOTE- 269p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Background; *Cultural Context; Elementary Secondary Education; *Ethnic Groups; *History Instruction; *Minority Groups; Social Studies; *United States History
IDENTIFIERS- Ethnohistory

Citizens must share a common memory of where their society has been. They also need to enrich their knowledge of the past by absorbing additional information, new to many, about those aspects of U.S. history that have been shaped by Native Americans and by those who came from Africa, Asia, and Latin America. This collection of articles taken from the Organization of American Historians' Magazine of History," attempts to continue historians' and teachers' education by broadening their horizons and enlarging their body of knowledge. The essays, lesson plans, and bibliographic overviews in the collection are a resource for classroom teachers that can help strengthen the teaching of history. The collection contains 95 essays and lesson plans prepared by master teachers and are divided into the following sections: (1) "African American History"; (2) "Native American History"; (3) "Latinos in the United States"; (4) "Asian American History"; (5) "From the Editors"; (6) "Thematic/Survey"; (7) "Colonial and Revolutionary Period"; (8) "Early National Period"; (9) "Civil War and Reconstruction"; (10) "Gilded Age and Progressive Era"; (11) "Early Twentieth Century"; and (12) "Post-World War II." (Contains an index and references at the end of each essay.) (BT)

ED 434 848 SO 030 820

True Needs True Partners: 1998 Survey Highlights. Museums Serving Schools.
PUB DATE- 98
NOTE- 14p.; For a related document, see ED 405 185.
LANGUAGE- English

their mentoring practices to meet the needs of mentees, and deliver quality interpersonal and instructional support. This book includes copies of all slides, overheads, and other training materials used in the workshop. Six sections offer the 25 modules: (1) "Reflecting on Mentoring," (2) "Knowing the Beginning Teacher," (3) "Adapting Mentoring Practice," (4) "Being the Professional Helper," (5) "Coaching for Classroom Success," and (6) "Exploring the Role of School Administrators." A list of suggested readings is included. (Contains 24 references.) (SM)

ED 434 869   SP 038 760

Rowley, James B.; Hart, Patricia M.
High-Performance Mentoring: A Multimedia Program for Training Mentor Teachers. Facilitator's Guide.
PUB DATE- 00
NOTE- 224p.; For related "Participant's Notebook," see SP 038 759.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; Leaders; *Mentors; Multimedia Instruction; Multimedia Materials; Program Development
IDENTIFIERS- *Protege Mentor Relationship

This book, designed to be used with a training workshop that helps veteran teachers be effective mentors to beginning teachers, provides instructions on how to facilitate a successful workshop. The book offers six chapters that include strategies and materials to help readers learn how to plan and promote a workshop; facilitate a successful workshop; select, match, and support mentor teachers; and assess the mentor teacher program. Chapter 1, "Introduction," provides an overview. Chapter 2, "Designing a High-Performance Mentoring Program," describes key variables that distinguish between formal and informal programs and offers descriptions of alternative methods for selecting, matching, and supporting the work of mentor teachers and assessing the impact of their programs. Chapter 3, "Planning a High-Performance Mentoring Workshop," helps program leaders effectively plan a workshop. Chapter 4, "Facilitating a High-Performance Workshop," discusses how to effectively facilitate the workshop or adapt materials to meet local program needs. Chapter 5, "Mentor Teachers as Teacher Leaders," discusses the role of lead mentors and the various leadership roles and responsibilities they assume. Chapter 6, "Facilitator's Guide to Workshop Modules," presents instructional plans for each of the workshop's 25 modules. (Contains 24 references.) (SM)

ED 434 870   SP 038 766

McFarland, Katherine P.
Cultural Pluralism: The Search for a Theoretical Framework.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consciousness Raising; *Cultural Awareness; *Cultural Pluralism; *Diversity (Student); Elementary Secondary Education; Equal Education; Higher Education; *Multicultural

*Student Behavior; Teacher Improvement; *Teacher Responsibility; Teacher Student Relationship
IDENTIFIERS- Peer Mediation; Saskatchewan

This document, the third in a series on diversity in the classroom, examines the responsibility of teachers to their diverse students. Section 1, "Introduction," reviews the issue. Section 2, "A Shared Responsibility," describes the context within which to build practices that help children become stronger. Basic to this section is the belief that a partnership between parents and teachers is essential to teaching students necessary prosocial skills. Section 2, "The Social Curriculum," discusses how the distinction between academic and social learning is relatively arbitrary and built on the belief that many children in today's classrooms lack the basic social skills necessary to build and maintain positive social relationships. Section 3, "The Democratic Classroom," places the teaching of responsibility into the classroom context, suggesting that classroom expectations, rules, and behavior can be enhanced by adopting democratic classroom practices that encourage students to take responsibility for their behavior. Section 4, "Challenging Behaviour," recognizes that despite positive home/school partnerships and classroom practices that teach and reinforce responsible behavior, some students will challenge teachers. While the entire document presents suggestions and strategies appropriate for all students, this section offers an escalation model of acting out behavior describing four distinct, identifiable behavioral levels with corresponding response styles and skills presented. Two appendixes present an attitudes toward conflict chart and 10 tips for crisis prevention. (Contains 53 references.) (SM)

ED 434 889   SP 038 824

Hindle, Doug
Planning Together: Positive Classroom Environments. Diversity in the Classroom Series, Number Four.
PUB DATE- 96
NOTE- 64p.; For other documents in this series, see SP 038 821-827.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Democratic Values; *Discipline; *Diversity (Student); Elementary Secondary Education; Equal Education; Foreign Countries; *Interpersonal Competence; Parent Teacher Cooperation; Problem Solving; Self Control; Staff Development; *Student Behavior; Teacher Improvement; Teacher Responsibility; *Teacher Student Relationship
IDENTIFIERS- Proactive Planning; Rules and Regulations; Saskatchewan

This document, the fourth in a series on diversity in the classroom, supports the belief that challenges faced by teachers working with diverse students can only be met through teacher practices that increase levels of positive teacher-student interaction and that create, in each student, effective social and problem solving skills. Section 1, "Prevention," focuses on Planning Proactively; Principles, Procedures; and Rules; Guidelines for Developing Democratic and Effective Rules; Developing Logical Consequences; Working with Students to Prevent Behavioral Problems; Building a Positive and Caring graduation. In the United States, a situation has developed in which those under the age of 21 are pretty much treated alike in the labor market. The age-level of jobs that pay more and have career ladders and fringe benefits seems to be rising toward the mid-20s. Young graduates who are not rewarded in the years just after high school are not likely to realize this, and this makes raising high school achievement levels and graduation rates more difficult. Overall, there is a disjuncture between the age at which public education is completed and the age of economic adulthood. (SLD)

ED 434 908 TM 030 137

Athanasou, James A.; Langan, Dianne
An Evaluation of a Model of Domain Learning: Some Preliminary Data on the Effect of Students' Knowledge, Interest and Strategies in the Acclimation Stage of Learning. Occasional Paper Number 9.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Graduate Students; Graduate Study; Higher Education; Knowledge Level; *Learning Strategies; Models; Music Therapy; *Prior Learning; *Recall (Psychology); *Student Interests
IDENTIFIERS- *Domain Knowledge

The purpose of this study was to evaluate the roles of interest, knowledge, and learning strategies on recall within a specific subject domain at an early stage of learning. Students (n=17) at two levels in a postgraduate music therapy course were assessed for their levels of prior knowledge, interest, and the number of strategies they used to process information. They were presented with a video clip of a music therapy session and asked to recall as much as they could of what transpired. The following week they were asked again to complete further questionnaires and to recall whatever they could from the video. Recalls at times 1 and 2 were correlated 0.078. Knowledge correlated 0.206 with recall 1, whereas interest correlated -0.004 and the number of strategies correlated -0.371. On the second occasion, knowledge, interest, and strategies correlated 0.059, 0.419, and 0.364 respectively with the amount of recall. Results fail to support the knowledge component in a model of domain learning in music therapy but support the minor influence of individual interest and strategies together with a social disposition that correlated 0.324 with recall at time 2. (Contains 7 tables and 13 references.) (Author/SLD)

ED 434 909 TM 030 138

Schau, Candace; Mattern, Nancy; Zeilik, Michael; Teague, Kathleen W.
Select-and-Fill-in Concept Map Scores as a Measure of Undergraduate Students' Connected Understanding of Introductory Astronomy.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Maryland School performance Assessment Program (MSPAP) science performance assessment from 1993 to 1998 and classroom instructional and assessment practices, student learning and motivation, students' and teachers' beliefs about and attitude towards the assessment, and finally, student characteristics. Using growth models estimated within a structural equation modeling (SEM) framework, several factors for each of these dimensions were observed to explain a significant amount of the variability in school performance. The paper discusses these factors as well as the design of evaluations that hope to study the impact of assessment programs on students, teachers, and schools. (Contains 3 figures, 3 tables, and 14 references.) (Author/SLD)

ED 434 930 TM 030 182

Bridgeman, Brent; Jenkins, Laura; Ervin, Nancy
Variation in the Prediction of College Grades across Gender within Ethnic Groups at Different Selectivity Levels.
PUB DATE- 99
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Entrance Examinations; *College Freshmen; *Ethnic Groups; *Grades (Scholastic); High Schools; Higher Education; *Prediction; *Selective Admission; *Sex Differences
IDENTIFIERS- *Scholastic Assessment Tests

Correlation of the Scholastic Assessment Test I: Reasoning Test (SAT I) scores and high school grade point average (HSGPA) with freshman grade point average (FGPA) were studied in a sample of 23 colleges. The SAT I predicts FGPA about equally well across different ethnic groups. Correlation of the SAT I and the composite of SAT I scores and HSGPA with FGPA were generally higher for women than for men, although this pattern was reversed at the most highly selective colleges. Adjusting for differences in course grading policies increased correlation by about 0.05. When a single prediction equation was used for all students, men tended to get lower grades than predicted, and women got higher grades than predicted. Adjustments for course difficulty reduced underprediction, and there was no underprediction for women who intended to major in mathematics or scientific fields. African American and Hispanic/Latino men received lower grades than predicted, but women in these groups performed as predicted by the composite. (Contains 4 tables, 6 figures, and 17 references.) (Author/SLD)

ED 434 931 TM 030 183

D'Amico, Laura
The Implications of Project-Based Pedagogy for the Classroom Assessment Infrastructures of Science Teachers.
SPONS. AGENCY- Illinois State Board of Education, Springfield.; National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

This booklet illustrates proven instructional strategies to help teachers help students raise their test scores. Techniques are outlined that will help students improve their communication skills, learn how to mediate their thinking strategies, and understand the best way to attack a question. The advice is developed in the structure of an acronym. Every letter in the phrase "Test Scores" represents the first letter of a technique educators can use. The techniques are: (1) "Teach for the test, not to the test"; (2) "Expect the best; accept no less"; (3) "Structure with cooperative learning"; (4) "Teach test-taking strategies explicitly"; (5) "Stress prelearning strategies"; (6) "Chunk the material for deep understanding"; (7) "Organize with graphics"; (8) "Reflect through mediation"; (9) "Express ideas with mnemonic devices and visual cues"; and (10) "Seek student choices in learning situations." (Contains 28 references.) (SLD)

ED 434 952 TM 030 208

Berman, Sally
Performance Based Learning for the Multiple Intelligences Classroom. K-College.
PUB DATE- 99
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Learning; *Multiple Intelligences; Neuropsychology; *Performance Factors; Teaching Methods
IDENTIFIERS- Reflective Thinking

This handbook provides practical plans for theme-based activities that promote learning through doing. Each activity incorporates a wide range of tasks and skills across multiple content areas that can be modified for students of different abilities and grade levels. The book also illustrates how to make activities more meaningful by including parents, tapping community and Internet resources, and requiring students to engage in structured reflection. The 12 chapters are grouped into sections on basic, intermediate, and advanced performance. The chapters are: (1) "Introduction to Performance Learning"; (2) "Rotting Peels and Cores"; (3) "Sound Bodies for Growing Minds"; (4) "Learning Brains and Music Strains"; (5) "Making Sense of Stories"; (6) "...To Form a More Perfect Classroom"; (7) "Cruising the Cortex: Sightseeing for Smarts"; (8) "Perfectly Proportioned"; (9) "Patterning Neurons to Picture Patterns"; (10) "Half-Life in World Life"; (11) "The Heart-Smart Gourmet"; and (12) "A Special Holiday: AttaGram Day." (Contains 2 tables, 68 figures, and 89 references.) (SLD)

ED 434 953 TM 030 209

Ronis, Diane
Brain Compatible Assessments. K-College.
PUB DATE- 00
NOTE- 174p.; Foreword by Renate Nummela Caine and Geoffrey Caine.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Brain; Cognitive Processes; Cooperative Learning;

DESCRIPTORS- *Community Development; *Crime Prevention; *Economic Factors; Neighborhood Improvement; Social Services; *Urban Renewal

These panel papers address various ways to meet the needs of changing communities in achieving the goal of reducing crime and revitalizing communities. Weeding out crime and seeding target areas with social services and economic revitalization calls for a range of strategies, as identified by the panelists. The following papers are included: (1) "The Context" (Bailus Walker, Jr.); (2) "Economic Shifts That Will Impact Crime Control and Community Revitalization" (Cicero Wilson); (3) "The Context of Recent Changes in Crime Rates" (Alfred Blumstein); (4) "Community Watch" (Amitai Etzioni); (5) "Revitalizing Communities and Reducing Crime" (Robert L. Woodson, Sr.); (6) "Cooling the Hot Spots of Homicide: A Plan for Action" (Lawrence W. Sherman); (7) "Communities and Crime: Reflections on Strategies for Crime Control" (Jack R. Greene); (8) "Crime Prevention and Crime Deterrence" (David Kennedy); (9) "Revitalizing Communities: Public Health Strategies for Violence Prevention" (Deborah Prothrow-Stith); (10) "Lawyers Meet Community. Neighbors Go to School. Tough Meets Love: Promising Approaches to Neighborhood Safety, Community Revitalization, and Crime Control" (Roger L. Conner); (11) "Dynamic Strategic Assessment and Feedback: An Integrated Approach to Promoting Community Revitalization" (Terence Dunworth); (12) "Community Crime Analysis" (John P. O'Connell); and (13) "What Do We Do Next? Research Questions and Implications for Evaluation Design" (Jan Roehl). An appendix contains author biographies. (SLD)

ED 434 975 UD 033 152

Lipkin, Arthur
Understanding Homosexuality, Changing Schools: A Text for Teachers, Counselors, and Administrators.
PUB DATE- 99
NOTE- 504p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; Counselors; Educational Change; Elementary Secondary Education; *Equal Education; Homophobia; *Homosexuality; *Identification (Psychology); *Inclusive Schools; *Teachers
IDENTIFIERS- Reform Efforts

This book is designed to help teachers, counselors, and administrators understand the significance of gay and lesbian issues in education and to facilitate the integration of gay and lesbian families into the school community. It offers models for equity, inclusion, and school reform. The chapters are: (1) "Overview of the Problem"; (2) "The Theories of Homosexuality"; (3) "Etiology"; (4) "Homophobia and Heterosexism"; (5) "American History"; (6) "Identity Formation"; (7) "Multiple Identities"; (8) "Counseling Issues"; (9) "Gay and Lesbian Teachers"; (10) "Gay and Lesbian Families"; (11) "School Change"; (12) "The Massachusetts Model"; (13) "Reform and Opposition"; and (14) "Curriculum." (Contains 2,151 endnotes and an index) (SLD)

ED 434 976 UD 033 153

Goteborg, No. 5.
PUB DATE- 93
NOTE- 86p.; Translated by Helen L. Carlson.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Processes; Elementary Education; Elementary School Students; Foreign Countries; Interpersonal Communication; *Interviews; Preschool Children; Preschool Education; *Questioning Techniques; Teacher Role; Thinking Skills
IDENTIFIERS- Clinical Interviews; Piaget (Jean)

Noting that interviews with preschool children can yield invaluable information regarding children's thinking and knowledge, this book presents information for preschool and primary school practitioners on an extension of Piaget's clinical interview method and provides examples of the process, analysis, and conclusions from interviews with young children. The book begins with a rationale for conducting interviews with children, notes that interviews can result in insights regarding children's perspectives on learning and their comprehension of the surrounding world, and suggests ways adults can use such insights in instruction. The book continues with detailed information on conducting interviews, including practical arrangements, using of group or individual interviews, questioning techniques, following up a question, and being an active conversation partner. Information and examples are presented regarding interpreting children's interviews, including information on reliability. The use of information obtained from children's interviews for evaluation planning and parental involvement is illustrated. The book also provides tips on using available time for conducting interviews. The book concludes with a discussion of children's interviews within a wider perspective and considers the potential clash between scientific thinking patterns developed at school and everyday thinking, children's spontaneous questions, the teacher's role, and cooperation between the preschools and other practitioners. Contains 37 references. (KB)

ED 434 727 PS 027 845

Child Care Recipes: Food for Health and Fun. From USDA's Child and Adult Care Food Program.
PUB DATE- 99
NOTE- 830p.
LANGUAGE- English
EDRS Price- MF05/PC34 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooking Instruction; Day Care; *Day Care Centers; Early Childhood Education; *Food Service; Nutrition; *Recipes (Food)
IDENTIFIERS- Department of Agriculture

Intended to help child care providers show young children how to make healthy food choices, this collection contains standardized recipes and kitchen tips to help providers put together great tasting, nutritious meals that will appeal to young children. The recipe instructions are geared for groups of 25 and 50, and have been tested for product quality, culturally diverse backgrounds); (2) "Training Programs and Materials" (provides a sample of training programs and materials related to establishing partnerships with families; includes information for family child care providers); (3) "Parenting Materials" (focuses on parenting materials that can be used by providers as well as parents to enhance their knowledge of child development and child rearing practices); (4) "Self-Assessment Tools" (lists tools for assessing the extent to which family-supportive practice is implemented in child care); and (5) "Resources for Further Exploration" (notes bibliographies, Web sites, and references that contain information about implementing family-centered child care). (EV)

ED 434 743 PS 027 946

Lee, Lisa; Seiderman, Ethel
The Parent Services Project. Families Matter.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 98
NOTE- 36p.; For related documents in the Families Matter Series, see PS 027 943-950. Also supported by the Francis Families Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Caregivers; *Day Care; Early Childhood Education; Family Involvement; *Family Programs; Parent Participation; Program Descriptions; Program Design; Program Effectiveness; *Training
IDENTIFIERS- *Caregiver Training; *Family Resource and Support Programs; Family Support; Parent Caregiver Relationship

The Families Matter series of papers from the Harvard Family Research Project advances the concept of family-centered child care, advocating an approach to early childhood education that addresses the development of the child and family together. Grounded in family support principles, which build on family strengths and work from a community's culture and resources, family-centered child care incorporates positive attitudes about working with parents and practical activities to serve the family. Asserting that a key place to promote widespread use of family support principles and practices is through the child care training system, the papers that make up the series focus on how the child care field trains providers to include family support. This paper briefly outlines the history of the Parent Services Project (PSP), a nationally renowned child care training program that is based on the beliefs that caring for children requires caring for families and that family support strengthens both parents and community. The paper then summarizes PSP's main teaching points and training methodology. It analyzes the components of effective training and presents PSP's core principles of family support and strategies for working with families. After describing PSP's approach to parent involvement and the shift in values required for providers to deliver family-supportive child care, the paper concludes with a discussion of how to handle the challenges and issues raised by family support implementation. (EV)

ED 434 744 PS 027 947

Morgan, Gwen
Transforming Training. Families Matter.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 98

parents. Building on the individuation paradigm, the researchers contributing to this edited volume zeroed in on discourse as a critical mechanism through which family members interact with one another. This book focuses on the dynamics of parent-adolescent interactions and deals exclusively with families from Germany after German unification and The Netherlands. The articles are as follows: (1) "Introduction: Verbal Interaction and Development in Families with Adolescents" (Manfred Hofer, James Youniss, and Peter Noack); (2) "Can Mothers Win? The Transformation of Mother-Daughter Relationships in Late Childhood" (Lothar Krappmann, Hans Oswald, Beate Schuster, and James Youniss); (3) "Experiments Using the Role-Playing Method in the Study of Interactive Behavior" (Manfred Hofer and Heike Buhl); (4) "Relationship and Family Discourse in Different Situations" (Manfred Hofer and Kai Sassenberg); (5) "Continuity and Change in Family Interactions across Adolescence" (Peter Noack and Baerbel Kracke); (6) "Talk to Mom and Dad and Listen to What Is in Between: A Differential Approach to Family Communication and Its Impact on Adolescent Development" (Kurt Kreppner and Manuela Ullrich); (7) "Family Interaction as a Context for the Development of Adolescent Autonomy" (Marc Noom and Maja Dekovic); (8) "Family Interaction and Psychosocial Adjustment of Adopted and Nonadopted Adolescents" (Elke Wild); and (9) "The Meaning of Parent-Adolescent Interactions for Structuring Relationships and Society" (Jeffrey McLellan and Miranda Yates). Each article contains references. (KB)

ED 434 762 PS 028 010

Nurcombe, Barry; de Lacey, Philip; Walker, Susan-Lee
Children of the Dispossessed: Far-West Preschoolers 30 Years On. Second Edition. Advances in Applied Developmental Psychology, Volume 16.
PUB DATE- 99
NOTE- 323p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compensatory Education; Early Intervention; Educational History; Foreign Countries; Intelligence; Longitudinal Studies; Low Income Groups; Models; *Preschool Children; *Preschool Education; *Program Evaluation
IDENTIFIERS- Australia (New South Wales); Historical Background

Examining early intervention programs initiated in the 1970s that were designed to facilitate intellectual development of at-risk groups of children provides valuable information about program development and can act to facilitate discussion regarding the underlying values of such programs. This book is an updated account of Project Enhancement, a preschool program established in Australia almost 30 years ago. Chapter 1 reviews the evolution of the notion of intelligence and introduces alternative terms to clarify the contemporary semantic muddle. Chapter 2 examines the controversy regarding whether the intelligence gap between rich and poor is due to innate differences and whether there are limitations upon the degree to which intelligent behavior can be fostered educationally. Chapter 3 discusses various approaches to environmentally determined differences in cognitive performance. Chapter 4 outlines controversial issues related to the 1960s preschool movement in the United States. Chapter 5 discusses the history, cultural setting, and educational difficulties of the Australian Aboriginal peoples. Chapter 6 describes the history, rationale, and impact of Australia's Project Enhancement

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Communication Skills; *Cultural Awareness; Higher Education; *Interpreters; Interpretive Skills; Museums; National Parks; *Nonschool Educational Programs; Outdoor Education; Professional Education; Recreational Activities; Textbooks
IDENTIFIERS- Cultural Interpretation; Environmental Awareness; *Historical Interpretation; *Interpretation (Environmental)

This postsecondary-level textbook prepares the student for a career in interpretation, defined as the translation of historic, cultural, or natural phenomena to increase audience understanding and enjoyment. The mission of interpretation consists of developing an informed and experienced citizenry in our natural and cultural heritage. The term encompasses activities of nature guides, curators, public education personnel, and rangers. Interpreters are used extensively in leisure and recreational activities by national parks, museums, historic sites, and industry exhibits. This book concerns the principles, philosophies, and practices of the rapidly growing profession of interpretation. Section 1 discusses what interpretation is and who offers it. Section 2 covers the values of interpretation to people and society, management, and clients. Section 3 has 9 chapters on how to interpret, presenting material on traditions, principles, and challenges; how people learn; interpreting to the masses; the printed word; exhibits and museums; self-guiding, nonpersonal interpretation; performance interpretation; historical interpretation; and arts in interpretation. Section 4 discusses the management of interpretation, covering interpretive planning, the business of interpretation, making it pay, personnel and training, evaluation, and the legacy and growth of interpretation as a profession. Three appendices list associations and study centers specializing in interpretation, periodicals for interpretive information, and acknowledgments. (Contains references, photographs, and an index.) (TD)

ED 434 781 RC 022 101

Hispanic Children in Texas: A Special Report of the Texas Kids Count Project.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 95
NOTE- 54p.; Photographs may not reproduce satisfactorily.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Health; *Child Welfare; *Disadvantaged Youth; Dropout Rate; Educational Attainment; Elementary Secondary Education; Geographic Isolation; Health Services; High Risk Students; *Hispanic Americans; *Mexican American Education; Mexican Americans; Migrant Children; Minority Group Children; *Poverty; Rural Areas; Social Services
IDENTIFIERS- *Mexico United States Border; *Texas

This report presents information on the status of Hispanic children in Texas, with special emphasis on the comparative status of Hispanic children in counties along the Texas-Mexico border. Information was gathered from a literature review, state agencies, the 1990 decennial U.S. census, focus groups, and interviews. A demographic overview shows that 26 percent of the Texas population in 1992 was Hispanic, primarily Mexican American, and 80 percent of the population of the border

School), see SE 058 472 and SE 058 474. Support for the development of these standards was also provided by the New Standard's Partners.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Language Arts; Learning Activities; *Mathematics Education; Middle Schools; *Performance Based Assessment; *Science Education

"New Standards" is the result of a collaboration between the Learning Research and Development Center and the National Center on Education and the Economy, in partnership with states and urban districts, working to build an assessment system with which to measure students' progress toward meeting national standards at internationally benchmarked levels. The New Standards assessment system has three interrelated components: (1) performance standards; (2) an on-demand examination; and (3) a portfolio system. Standards are provided for English Language Arts, Mathematics, Science, and Applied Learning at the middle school level. (Contains 22 references.) (ASK)

ED 434 799   SE 058 474

Performance Standards: English Language Arts, Mathematics, Science, Applied Learning, Volume 3. High School. Consultation Draft.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 95
NOTE- 249p.; For Volume 1 (Elementary School) and Volume 2 (Middle School), see SE 058 472-473. Support for the development of these standards was also provided by the New Standard's Partners.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; High Schools; *Language Arts; Learning Activities; *Mathematics Education; *Performance Based Assessment; *Science Education

"New Standards" is the result of a collaboration between the Learning Research and Development Center and the National Center on Education and the Economy, in partnership with states and urban districts, working to build an assessment system with which to measure students' progress toward meeting national standards at internationally benchmarked levels. The New Standards assessment system has three interrelated components: (1) performance standards; (2) an on-demand examination; and (3) a portfolio system. Standards are provided for English Language Arts, Mathematics, Science, and Applied Learning at the high school level. (Contains 27 references.) (ASK)

ED 434 800   SE 059 824

Brown, Fletcher S.
Characterizing Effective Environmental Education and Its Impact on Students' Environmental Attitudes.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 21-24, 1997).

examined. Seasons are explained in terms of the Earth's tilt and orbit. A science experiment for recreating convection currents is presented. The program includes a Teacher's Guide featuring additional information, vocabulary words, discussion questions, follow-up activities and lists of suggested books and Internet resources. (WRM)

ED 434 826 SE 062 885

Weather Fundamentals: Meteorology. Videotape .
PUB DATE- 98
NOTE- 0p.; For other tapes in series, see SE 062 880-884.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Climate; *Earth Science; *Environmental Education; Intermediate Grades; Junior High Schools; *Meteorology; *Science Activities; Science and Society; Science Instruction; Scientific Concepts; Scientific Methodology; Technology; Videotape Recordings; Water; *Weather

The videos in this educational series, for grades 4-7, help students understand the science behind weather phenomena through dramatic live-action footage, vivid animated graphics, detailed weather maps, and hands-on experiments. This episode (23 minutes) looks at how meteorologists gather and interpret current weather data collected from sources such as weather maps, weather stations, satellites, airplanes, weather ships, and weather balloons. This video explores how patterns in air pressure, cloud cover, wind speed, precipitation, and temperature can be used to create a picture of approaching weather. A visit to the offices of the National Weather Service (NWS) is also depicted. The program includes a Teacher's Guide featuring additional information, vocabulary words, discussion questions, follow-up activities, and lists of suggested books and Internet resources. (WRM)

ED 434 827 SE 062 895

Madfes, Tania J.; Muench, Ann
Learning from Assessment: Tools for Examining Assessment through Standards. A Middle School Mathematics Professional Development Resource.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 261p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; *Faculty Development; Mathematics Education; Mathematics Teachers; Middle School Teachers; Middle Schools; *Student Evaluation; *Teaching Methods

This document was designed as a resource for district-level professional developers and teacher leaders who work with middle school teachers of mathematics. A bridge between standards and the classroom, it offers opportunities for teachers to examine the interrelationships between assessment, standards, and instruction in order to improve student achievement in mathematics. This document is organized into three modules: (1) Aligning Assessment to Standards; (2) Collecting Standards-Based Evidence; and (3) Planning Instruction to Support Standards. Each module contains an overview, preparation needs, a key to the transparencies and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Art Activities; Community Resources; Cultural Centers; *Educational Facilities; Elementary Secondary Education; Enrichment Activities; *Museums; National Surveys; Social Science Research
IDENTIFIERS- *Institutional Responsiveness; *Museum Educators

In 1994 the Institute of Museum and Library Services (IMLS), a federal grant-making agency joined forces with the Arnot Art Museum and Elmira College, both located in Elmira, New York, to coordinate a survey of museums in the United States for the purpose of collecting specific information about the full range of educational activities that museums offer to the nation's schools. This document is a a highlight of the survey results. A random sample of 600 was drawn from the IMLS institutional database of 11,700. The results, collected over a 3-year period, created a baseline profile of the status of museum education and presented a strong picture of the educational programming museums provide schools. U.S. museums (of all types) are providing more K-12 educational programs than ever before. Museums spend $193 million annually on K-12 programs; 70 percent of museums have at least one full-time paid staff who offers such programming. Collectively, U.S. museums provide nearly 4 million hours of educational programming. Museums report substantial use of school curriculum standards in shaping educational programs for a variety of school subjects. Museums offer a wide range of learning activities, such as teacher triaging, staff, docent guided tours, and museum staff visits to school classrooms. Museums also provide resource kits, learning trunks, and traveling exhibits to schools. The commitment of museums to education programs for schools is growing. At least 70 percent of the institutions report an increase in the number of students, teachers, and schools served in the last five years. (BT)

ED 434 849 SO 030 823

Brain, Teresa
Exploring India: An Interdisciplinary Approach. Fulbright-Hays Summer Seminars Abroad 1998 (India).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Curriculum Enrichment; Films; Foreign Countries; Global Education; *Interdisciplinary Approach; Intermediate Grades; Secondary Education; Social Studies; Units of Study; *World Geography
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *India

These unit lessons are designed to supplement a study of India. The lessons provide enrichment activities in history, mythology and religion, social customs, and demographics. Though originally designed for ninth-grade world geography students, the lessons are appropriate for use in grades 6-12 by students with a variety of skill levels and learning modalities. The lessons consist of four units. All four units emphasize connections between cultures, in forming points of identity and commonality. Titles of the units are: (1) "An Eye for an Eye Makes the Whole World Blind: Teaching Modern Indian History through the Film 'Gandhi'"; (2) "You Who Have Sprung from

Education; Preservice Teacher Education; *Social Bias; Teacher Attitudes; Teachers
IDENTIFIERS- *Critical Pedagogy
This paper addresses the need for teachers to begin with a theoretical framework that prepares them to handle the realities of working with cultural, economic, and language minority students. Two perspectives of cultural pluralism (multicultural education and critical pedagogy) provide such a framework. Although multicultural education lacks a consensual definition and theoretical framework for analysis, it offers much to the content and process of schooling, especially cultural pluralism. Critical pedagogy presents a more in-depth perspective on the structural and contextual forces that impact the educational experiences of students within a culturally pluralistic classroom. It explains how power and politics interact to reinforce social inequalities in the classroom. This perspective views public education as a mechanism that perpetuates the problem of some students making it in the system while others fail, with the classroom becoming the arena that marginalizes such students. Within the context of total school reform, multicultural education and critical pedagogy can overlap. Both help explain how schools cater to the status quo; advocate for students to become critical thinkers capable of examining their own life circumstances to better control their own destinies; and address cultural pluralism within the context of teacher preparation. This framework addresses the needs of both educators and students within the context of schooling. (Contains 35 references.) (SM)

ED 434 871 SP 038 782

Herman, William E.; Gwaltney, Thomas M.
Human Relationships That Nurture and Advance the Construction of Knowledge.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Psychology; *Communication Skills; *Constructivism (Learning); Elementary Secondary Education; Higher Education; Student Role; Students; Teacher Role; *Teacher Student Relationship; Teachers
IDENTIFIERS- Humanistic Psychology; *Knowledge Development
This paper reviews the historical antecedents and theoretical foundation for a constructivist approach to teaching and learning. One neglected characteristic of constructivism apparent in the professional literature is the need to better understand that human relationships in the classroom are often pivotal in helping students construct knowledge. This paper employs the crucial connection between humanistic psychology (counseling and psychotherapy) and cognitive psychology (construction of knowledge) as the theoretical and research foundation to highlight how constructivism relies upon mentally healthy relationships in the classroom. Key elements of the change process and human interaction inherent in a constructivist perspective are provided with the hope of further advancing the judicious implementation of such ideas. (Contains 15 references.) (Author/SM)

Classroom Climate; Using Your Classroom's Organization; Preventing Behavioral Problems; Preventing Discipline Problems--Working with Parents; and Preventing Discipline Problems--Teaching and Modeling Self-Discipline. Section 2, "Positive Action," presents Strategies for Taking Positive Action with Discipline Problems. Tips to help administrators support positive classroom environments are included. (Contains 39 references.) (SM)

ED 434 890   SP 038 825

Farrell-Racette, Sherry; Goulet, Linda; Pelletier, Joanne; Shmon, Karon
Aboriginal Cultures and Perspectives: Making a Difference in the Classroom. Diversity in the Classroom Series, Number Five.
PUB DATE- 96
NOTE- 73p.; For other documents in this series, see SP 038 821-827.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Canada Natives; Cultural Differences; Cultural Influences; Culturally Relevant Education; Curriculum Development; *Diversity (Student); *Educational Environment; Elementary Secondary Education; Equal Education; Ethnic Stereotypes; Ethnocentrism; Foreign Countries; *Indigenous Populations; Language Minorities; *Metis (People); *Minority Group Children; Parent Participation; Racial Attitudes; Racial Differences; Relevance (Education); Social Bias; Staff Development; Student Attitudes; Student Evaluation; Teacher Attitudes; Teacher Improvement; Teacher Responsibility; *Teacher Role; Teachers; Teaching Methods
IDENTIFIERS- Saskatchewan

This document, the fifth in a series on diversity in the classroom, supports Canadian teachers of First Nations and Metis students. Section 1, "Introduction," provides a history of First Nations and Metis education and introduces the document. Section 2, "People of Many Nations," discusses environmental and linguistic diversity, legal terminology, and reclaiming names. Section 3, "So Who's This in My Classroom?" examines cultural characteristics and identity. Section 4, "What is First Nations and Metis Education?" discusses indigenous pedagogy, curriculum materials and resources, instructional methods and strategies, assessment and evaluation, and parent participation. Section 5, "What's In It For Me as a Teacher?" discusses the role of teachers working with aboriginal students. Section 6, "Creating a Positive Environment," discusses how to create positive, safe, welcoming, and joyful environments. Section 7, "Affirming the First Nations and Metis Child," discusses indigenous pedagogy; the four R's of classroom practice (respect, relevance, reciprocity, and responsibility); the child is not the teacher; and accepting language diversity. Section 8, "Challenging and Replacing Stereotypes," discusses social stereotyping, curriculum bias and ethnocentrism, what teachers can do, what is appropriate, how children develop views of other cultures, stages of development of racial attitudes and appropriate adult responses, and beyond the classroom. Section 9, "Becoming an Effective Teacher of First Nations and Metis Students," examines seven specific capabilities for effective cross-cultural educators. Appendix A contains lists of relevant books

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Astronomy; Comprehension; *Concept Mapping; Diversity (Student); Educational Assessment; Higher Education; Introductory Courses; *Knowledge Level; *Scores; *Undergraduate Students; *Validity

This study was designed to explore the validity of scores from a select-and-fill-in (SAFI) concept map assessment as a measure of 130 undergraduate students' connected understanding of introductory astronomy. Scores from SAFI maps created for this purpose possessed high internal consistency and showed large mean increases from the beginning to the end of the astronomy course. The SAFI map scores exhibited large relationships with scores from direct-instruction multiple-choice examinations and with scores from a relatedness ratings measure, taken together and separately, for students overall and when examined separately by gender. Results provide initial evidence of the validity of scores from SAFI maps as measures of connected understanding of introductory astronomy in ethnically diverse undergraduate students. (Contains 26 references.) (Author/SLD)

ED 434 910   TM 030 139

Newby, Michael; Fisher, Darrell

The Association between Computer Laboratory Environment and Student Outcomes.

PUB DATE- 98

NOTE- 14p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Adelaide, South Australia, Australia, December 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Students; Computer Assisted Instruction; *Computer Centers; *Educational Environment; Foreign Countries; Higher Education; *Learning Laboratories; *Outcomes of Education; Structural Equation Models

IDENTIFIERS- Australia

This study focuses on the computer laboratory class as a learning environment in university courses. In it, two previously developed instruments, the Computer Laboratory Environment Inventory (CLEI) (based on an instrument designed by B. Fraser, G. Giddings, and C. McRobbie, 1993) and the Attitude towards Computing and Computing Courses Questionnaire (ACCC) (M. Newby and D. Fisher, 1997), were used. The CLEI has five scales for measuring students' perceptions of aspects of their laboratory environment. These are Student Cohesiveness, Open-Endedness, Integration, Technology Adequacy, and Laboratory Availability. The ACCC has four scales: Anxiety, Enjoyment, Usefulness of Computers, and Usefulness of the Course. These instruments were administered to 208 students taking computer courses (programming or applications). With the exception of Laboratory Availability, all the environment variables were found to correlate significantly with all attitudinal variables. The only environment variable with significant association with achievement was Student Cohesiveness. However, the results show that there are significant associations between the attitudinal variables, Anxiety, Enjoyment, and Usefulness of the Course and achievement. Regression analysis supports the findings that the environment variables make a significant contribution to the attitudinal variables, and these in turn make a significant contribution to achievement. Structural equation modeling supports the hypothesis that the computer laboratory

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Cooperation; *Educational Assessment; Educational Change; High Schools; Science Instruction; *Science Teachers; *Secondary School Teachers; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS- *Infrastructure; Reform Efforts

As some reform-minded teachers have discovered, classroom assessment can serve as a vital tool for meeting the challenges associated with project science activity. In essence, it functions as an infrastructure that both students and teachers rely on as a mediational tool for classroom activity and communications. The research described in this paper investigated the classroom assessment infrastructures created by three teachers involved in the Learning through Collaborative Visualization (CoVis) Project from 1993-94 to 1995-96. Each of the three teachers under study either created a new course or rationally reformulated an old one in an effort to incorporate project-based science pedagogy and supporting technologies. Their instructional goals and the role projects played within them varied widely, as did their assessment infrastructures. This paper provides a brief case study of each course that outlines the complex relationship between their curricular and assessment designs. In addition, a cross-case analysis demonstrates the common challenges faced and solutions used by the teachers as they crafted assessment infrastructures in support of project-based science activity. (Contains 3 tables and 59 references.) (SLD)

ED 434 932   TM 030 184

Tanguma, Jesus
Variable Deletion Strategies in Canonical Correlation Analysis.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Functions (Mathematics); *Multivariate Analysis; Research Methodology; Researchers
IDENTIFIERS- *Weighting (Statistical)

This paper presents three variable deletion strategies in canonical correlation analysis. All three strategies are illustrated by examples. The first strategy uses the canonical communality (h2) coefficients of the three functions to decide which variable to delete. The second function also uses the canonical communality coefficients, but only after deleting the least contributing function. The third strategy used weighted canonical communality coefficients on all three functions to decide which variable to delete. All three strategies attempt to provide the researcher with a more parsimonious canonical solution. (Contains 11 tables and 4 references.) (Author/SLD)

ED 434 933   TM 030 186

Lawrence, Barbara J.
Questions and Answers about the Utah Statewide Testing Program for 1999-2000. Critical Information for Teachers and Administrators.
PUB DATE- 99
NOTE- 16p.

*Educational Assessment; Educational Research; Elementary Secondary Education; Instruction; Multiple Intelligences; *Neuropsychology; Standards; *Test Construction

This guide uses current brain research to show that some traditional instructional and assessment methods may actually work against the brain's natural way of learning. The guide shows how to enhance traditional methods of assessment using techniques derived from recent research on the brain. Practical approaches to assessment are illustrated with lesson plans that include opportunities for assessment. The following chapters are included: (1) "Instruction and Assessment"; (2) "The Assessment Revolution"; (3) "Assessment Formats: Standards, Design, and Brain-Compatible Learning"; (4) "Wiring the Curriculum: Standards and Their Technological Applications"; (5) "Multiple Intelligences and Brain-Compatible Assessment"; and (6) "Collaborative Learning." (Contains 41 figures and 84 references.) (SLD)

ED 434 954 TM 030 210

Lazear, David

Eight Ways of Teaching: The Artistry of Teaching with Multiple Intelligences. Third Edition. K-College.

PUB DATE- 99

NOTE- 203p.; Foreword by Dee Dickinson.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Cognitive Style; Elementary Secondary Education; Learning Processes; Learning Theories; *Multiple Intelligences; *Teaching Methods

IDENTIFIERS- *Gardner (Howard)

This book offers a comprehensive approach to teaching and learning strategies to further the theory of multiple intelligences. The creative strategies that address each of the intelligences identified by Howard Gardner are illustrated with charts and diagrams and include many activities that apply to the teaching of all subjects. The chapters, each of which deals with one of the intelligences, are: (1) "Teaching with Verbal/Linguistic Intelligence"; (2) "Teaching with Logical/Mathematical Intelligence"; (3) "Teaching with Visual/Spatial Intelligence"; (4) "Teaching with Bodily/Kinesthetic Intelligence"; (5) "Teaching with Musical/Rhythmic Intelligence"; (6) "Teaching with Interpersonal Intelligence"; (7) "Teaching with Intrapersonal Intelligence"; and (8) "Teaching with Naturalist Intelligence." Three appendixes contain lesson processing and procedure blackline illustrations and graphic organizers. (Contains 134 references.) (SLD)

ED 434 955 TM 030 211

Department of Defense Education Activity: School, District, Area, and System. Accountability Profiles, 1996-1997.

PUB DATE- 98

NOTE- 390p.; For data on Department of Defense Schools in the United States and Puerto Rico, see TM 030 212. Cover title varies.

LANGUAGE- English

EDRS Price- MF01/PC16 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

Hagan, John; McCarthy, Bill
Mean Streets: Youth Crime and Homelessness. Cambridge Criminology Series.
PUB DATE- 97
NOTE- 299p.; Written in collaboration with Patricia Parker and Jo-Ann Climenhage.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Crime; Elementary Secondary Education; Foreign Countries; *Homeless People; *Urban Youth; *Young Adults
IDENTIFIERS- *British Columbia (Vancouver); *Ontario (Toronto)

This study explores the social worlds of homeless children in two Canadian cities, Toronto and Vancouver, comparing them with the environments of in-home and in-school children from the perspective of the children. Samples of 390 and 482 children were interviewed. The following chapters are included: (1) "Street and School Criminologies"; (2) "Street Youth and Street Settings"; (3) "Taking to the Streets"; (4) "Adversity and Crime on the Street"; (5) "The Streets of Two Cities"; (6) "Criminal Embeddedness and Criminal Capital"; (7) "Street Youth in Street Groups"; (8) "Street Crime Amplification"; (9) "Leaving the Street"; and (10) "Street Criminology Redux." An appendix describes the methodology of the study. (Contains 36 tables, 2 maps, 4 figures, and 268 references.) (SLD)

ED 434 977 UD 033 154

Feld, Barry C.
Bad Kids: Race and the Transformation of the Juvenile Court. Studies in Crime and Public Policy.
PUB DATE- 99
NOTE- 374p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Change; *Child Welfare; Crime; Juvenile Courts; *Juvenile Justice; Law Enforcement; Models; *Racial Differences; Urban Youth; Young Adults
IDENTIFIERS- *Reform Efforts

This book examines what is wrong with the U.S. juvenile court system and proposes an alternative model for youth crime control and child welfare. Under this model, states would try all offenders in an integrated criminal justice system with appropriate modifications to accommodate younger offenders. The chapters are: (1) "The Social Construction of Childhood and Adolescence"; (2) "The Juvenile Court and the 'Rehabilitative Ideal'"; (3) "The Constitutional Domestication of the Juvenile Court"; (4) "Procedural Justice in Juvenile Courts: Law on the Books and Law in Action"; (5) "Social Control and Noncriminal Status Offenders: Triage and Privatization"; (6) "Delinquent or Criminal? Juvenile Courts' Shrinking Jurisdiction over Serious Young Offenders"; (7) "Punishment, Treatment, and the Juvenile Court: Sentencing Delinquents"; and (8) "Abolish the Juvenile Court: Sentencing Policy When the Child Is a Criminal and the Criminal Is a Child." (Contains 12 figures, 2 tables, and numerous references.) (SLD)

ED 434 978 UD 033 155

Bilchik, Shay
A Juvenile Justice System for the 21st Century. Juvenile Justice Bulletin.

consistency, and yield in child care centers across the country. The collection begins with a section explaining the recipes and how to use them; this is followed by a section of 43 information cards addressing a variety of food service topics such as food storage, and buying and cooking tips. The bulk of the collection comprises the 141 recipes and variations, grouped in the following categories: (1) grains/breads; (2) desserts; (3) dips, sauces, and toppings; (4) salads and salad dressings; (5) sandwiches; (6) snacks; (7) soups; and (8) vegetables. The collection concludes with a guide to safe food handling and sanitation, and a list of resources. (HTH)

ED 434 728 PS 027 865

Granot, David; Mayseless, Ofra
Insecure Attachment Representations and Profiles of Problematic Adjustment to School in Middle Childhood.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adjustment (to Environment); *Attachment Behavior; Comparative Analysis; Discriminant Analysis; *Elementary School Students; Emotional Adjustment; Intermediate Grades; *Parent Child Relationship; Peer Relationship; *Social Adjustment; Sociometric Techniques; *Student Adjustment
IDENTIFIERS- Representational Thinking; *Security of Attachment

Although there is considerable evidence linking the security of children's attachment to their mothers to child competence and adaptive functioning, the distinct picture of adjustment problems characteristic of each pattern of insecure attachment has received less research attention, especially during middle childhood. This study examined the concurrent associations between the child's representation of the mother-child attachment relationship and adaptive functioning in the school during middle childhood. Participating were 113 fourth and fifth graders; subjects were given the Doll Story completion task, which had been modified for their use. Based on this measure, children were classified as secure, avoidant, ambivalent, or disorganized with regard to attachment representation. Teachers assessed each child's academic achievement, emotional and social adjustment, and frequency of behavior problems. Each participating class underwent a sociometric procedure. The findings indicated that secure children showed better adjustment to school as reflected in teachers' reports of scholastic, emotional, social, and behavioral adjustment, as well as in peer-rated social status. Discriminant analyses allowed identification of distinct profiles of problems for each insecure attachment representation prototype. Almost 94 percent of the subjects were correctly classified into their attachment representation prototype. (KB)

ED 434 729 PS 027 930

Gammage, Philip
Childhood and Family in the 21st Century: Preparing for an Unknown Future.

NOTE- 37p.; For related documents in the Families Matter series, see PS 027 943-950. Also supported by the Francis Families Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Caregivers; *Day Care; Early Childhood Education; Family Involvement; *Family Programs; Parent Participation; *Training; Training Methods; Training Objectives
IDENTIFIERS- *Caregiver Training; *Family Resource and Support Programs; Family Support; Parent Caregiver Relationship

The Families Matter series of papers from the Harvard Family Research Project advances the concept of family-centered child care, advocating an approach to early childhood education that addresses the development of the child and family together. Grounded in family support principles, which build on family strengths and work from a community's culture and resources, family-centered child care incorporates positive attitudes about working with parents and practical activities to serve the family. Asserting that a key place to promote widespread use of family support principles and practices is through the child care training system, the papers that make up the series focus on how the child care field trains providers to include family support. This paper defines the characteristics of family support in the child care context, highlights research showing the need for provider training to raise the quality of programs, and discusses five topics for training child care providers in family support. The paper then outlines the structure of the child care delivery system, which encompasses the purchase-of-service system, Head Start, and public schools--each of which has distinct training requirements and separate funding. The paper also looks at Child Care Resource and Referral agencies (CCR&Rs) and colleges as training providers and the ideals of state career development planning groups. One theme of the paper is the need to develop one cohesive training system enabling providers to cross from one child care setting to another and to move laterally to other family-supportive disciplines. Contains 51 references. (EV)

ED 434 745 PS 027 948

Lopez, M. Elena; Dorros, Sybille
Family-Centered Child Care. Families Matter.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 99
NOTE- 107p.; Introduction by Heather Weiss. For related documents in the Families Matter series, see PS 027 943-950. Also supported by the Francis Families Foundation and the F.B. Heron Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Caregivers; *Day Care; Early Childhood Education; Family Involvement; *Family Programs; Parent Participation; *Program Descriptions; Program Design; Program Effectiveness; *Training; Training Methods; Training Objectives
IDENTIFIERS- *Caregiver Training; *Family Resource and Support Programs; Family Support; Parent Caregiver Relationship; Program Characteristics

The Families Matter series of papers from the Harvard Family Research Project advances the concept of family-centered child care, advocating an approach to early childhood education that addresses the development of the child and family together. Grounded in family support principles, which build on family preschool established for rural part-Aboriginal children. Chapter 7 deals with theoretical issues related to re-interpreting the preschool study data detailed in chapter 6 and presents a framework of the interrelated aspects of the gestalt of potential, competence, performance, and evaluation. Chapter 8 considers how this framework can be applied to educational and social problems in different societies. Chapter 9 demonstrates that most of the fundamental purposes and principles of Project Enhancement have been retained. Chapter 10 describes the current preschool program and its outcomes. Contains approximately 450 references. (KB)

ED 434 763   PS 028 011

Roberts, Richard N., Ed.; Magrab, Phyllis R., Ed.
Where Children Live: Solutions for Serving Young Children and Their Families. Advances in Applied Developmental Psychology, Volume 17.
PUB DATE- 99
NOTE- 374p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Community Change; *Community Programs; Community Role; *Community Services; Cooperation; Family Problems; *Family Programs; Financial Support; Intervention; Models; Prevention; Program Evaluation; *Young Children
IDENTIFIERS- *Family Community Relationship; *Family Support; Paradigm Shifts

The changing nature of communities necessitates a comprehensive theoretical model for effective delivery of child and family services. This edited volume provides a context for and examples of an emerging paradigm shift in human services toward one in which services for families with young children are provided in their communities. Section 1 of the volume defines community and delineates principles for community-based programs. Section 2 illustrates critical support elements, coalitions of community-based programs, funding models, and the use of evaluation to guide program growth. Section 3 gives examples of a developmental perspective in mental health services, while section 4 provides examples of community support in action. The articles are: (1) "The Meaning of Community" (Phyllis R. Magrab); (2) "Supporting Families Where Children Live: Community Principles in Action" (Richard N. Roberts); (3) "A National Coalition of Communities" (Suzanne M. Bronheim and Nancy Striffler); (4) "Financing Early Intervention Services: Perspectives and Practicalities from the Community Level" (Linda D. Goetze, Susan D. Mackey Andrews, and Maureen Greer); (5) "Participatory Realism: Defining the Role of Nonevaluator Stakeholders in Evaluation" (Mark S. Innocenti and Richard N. Roberts); (6) "Communities Supporting the Mental Health of Young Children and Their Families" (Roxane Kaufmann and Amy Locke Wischmann); (7) "State-Level Supports for Community-Based Services" (Gary J. De Carolis); (8) "Supporting Families with Young Children in the Community: A Parent's Perspective" (Polly Arango); (9) "International Perspectives in Community-Based Services" (Peter Evans); (10) "Service Integration at the Community Level within Early Intervention Systems" (Adrienne L. Akers and Diane D. Behl); (11) "Community Efforts To Counter the Environmental Risks Children Face" (Glenna C. Boyce, Diane D. Behl, and Therese R. Johnson); and (12) "A Community-Based Approach to Preventing Child Maltreatment" (Sharon Carnahan, Carnot E. Nelson, and Thomas R. Gordon). Each article contains references. (KB) counties was Hispanic. Sections on poverty, employment, education, and health reveal that, to a disproportionate degree, Hispanic children live in poverty, caused in part by the unemployment and underemployment of their parents; attain low levels of education, as did their parents; inhabit substandard housing; experience high rates of teen idleness, juvenile crime arrests, and high school dropout rates; and are underserved by health and social services. These problems are exacerbated in the border counties by political and geographic isolation. Recommendations are made concerning economic development, the need for more resources, international cooperation, and the need for targeted programs and research. (Contains references in notes and 21 data tables.) (TD)

ED 434 782 RC 022 102

Cooper, Michael L.
Indian School: Teaching the White Man's Way.
PUB DATE- 99
NOTE- 103p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Acculturation; Adolescent Literature; *American Indian Education; American Indian History; American Indians; *Boarding Schools; Educational History; Educational Practices; Elementary Secondary Education; Federal Indian Relationship; *Student Experience; Student School Relationship
IDENTIFIERS- *Bureau of Indian Affairs Schools; *Carlisle Indian School PA; Pratt (Richard Henry)

This book for young people examines the history, purpose, and daily routine of government-operated boarding schools for American Indians and tells the personal stories, often in their own words, of several young students. Chapter 1 describes the journey to Pennsylvania of the first Indian children to attend the Carlisle school in 1879. Chapter 2 gives a brief history of Indian childrearing and education customs and the loss of old ways after White conquest. Chapter 3 describes Captain Pratt's philosophy of Indian education as one of relocation and acculturation, and how, under his supervision, the Carlisle school became the model for schools operated by the Bureau of Indian Affairs. Chapter 4 recounts how Indian students were forced to cut their hair, change their names, and dress like Whites. The ban on speaking their own language resulted in runaways, harsh punishment, homesickness, and even death. Chapter 5 tells how the Whites' perception that Indians were inferior resulted in a vocational curriculum, with much hard work. Chapters 6 and 7 describe social life, extracurricular activities, and the success of sports at Indian schools. Chapter 8 recounts how most students returned to their Native ways after boarding school, and how some became politically active and worked to improve Indian life. Chapter 9 tells how changing attitudes in the 1930s about Native Americans resulted in the closing of many boarding schools and the introduction of Indian history and culture into the curriculum. (Contains references, a bibliography, many photographs, and an index.) (TD)

ED 434 783 RC 022 103

Kennedy, Liam R., Comp.
Rural Youth Employment. Rural Information Center Publication Series, No. 61. Revised Edition.
PUB DATE- 98

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Elementary Education; *Environmental Education; Environmental Influences; Higher Education; Inquiry; *Preservice Teachers; *Student Attitudes

The purpose of this study was to investigate what effect an inquiry focused environmental science course has on preservice teachers' environmental attitudes. Over a three semester period preservice elementary education students taking an environmental science course, which incorporated inquiry strategies along with national recommendations in environmental and science education, were given the actual form of the Science Laboratory Environment Inventory (SLEI) and the Environmental Issues Attitudes Defensibility Inventory (EIADI). Mean scores for the five scales of the SLEI questionnaire provided a learning environment profile which characterized this classroom as one with a high degree of student cohesiveness and open-endedness. Pre- and post-mean scores were analyzed for any significant change for EIADI data. Results showed no significant change in students' environmental attitudes but did show positive changes in students' defensibility scores. These findings are consistent with previous studies by Kinsey (1978), Kinsey and Wheatley (1980, 1984) and Yount and Horton (1992). Data collected in this study provide contradictory evidence to the claim that environmental education influences students' decision making processes and attitudes about the environment. Contains 11 references. (Author/AA)

ED 434 801 SE 060 233

You Be the Chemist Multimedia Kit .
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Chemical Reactions; Chemistry; Consumer Protection; Elementary Education; *Hazardous Materials; Safety Education; Safety Equipment; *Science and Society; Science Instruction; *Science Process Skills; *Scientific Methodology; Videotape Recordings; Waste Disposal; Wastes

This multimedia kit includes a teacher's manual, video, and activity packet. The unique interactive course uses safe, controlled dynamic experiments to teach kids about chemistry, the proper handling of chemicals, and responsible product stewardship. Students are asked to hypothesize about chemical substances, collect and analyze data, and share their findings in order to learn the principles of appropriate production, use, handling, storage, transportation, and disposal of chemical products. (WRM)

ED 434 802 SE 061 083

Koca, S. Asli; Lee, Hea-Jin
Portfolio Assessment in Mathematics Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.

handouts for the module, a one-page summary of key points, and facilitator notes and script. Facilitator support, supplementary activities, and selected references are also included. (Contains 18 references.) (ASK)

ED 434 828 SE 062 898

Teachers' Guide to the Colorado Student Assessment Program for Eighth Grade Mathematics: An Assessment of Fifth through Eighth Grade Benchmarks.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.; CONNECT, Denver, CO.; National Science Foundation, Arlington, VA. Office of Systemic Reform.
PUB DATE- 99
NOTE- 164p.; Section D contains pages that have been cut off and pages that are illegible. For the student assessment program for fifth grade mathematics, see SE 062 899.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Benchmarking; *Educational Assessment; Evaluation; Grade 8; Intermediate Grades; Junior High Schools; *Mathematics Education; Public Schools; *Student Evaluation; Test Items; *Testing
IDENTIFIERS- *Colorado

The Colorado Student Assessment Program (CSAP) has been underway since 1997. Since then, fourth grade students have been assessed annually on the Colorado Model Content Standards for Reading and Writing. In 1998, testing began on third grade reading. Over the course of time, other grades and subject areas will be phased in. In the spring of 2000, public school eighth grade students will be assessed for the first time on the Colorado Model Content Standards for Mathematics. This guide was developed to help educators prepare for this upcoming mathematics assessment. The purpose of this book is to provide a window into eighth grade mathematics assessment. It is divided into four sections: (1) an overview of CSAP with a question-and-answer section about test development, scoring, and reporting; (2) the "Colorado Model Content Standards for Mathematics Fifth to Eighth Grade Assessment Framework"; (3) referenced tests (sample assessment items) for the "Fifth to Eighth Grade Assessment Framework"; and (4) three sample constructed-response tasks (one 5-minute and two 15-minute tasks) with accompanying scoring guides and student work. (ASK)

ED 434 829 SE 062 899

Teachers' Guide to the Colorado Student Assessment Program for Fifth Grade Mathematics: An Assessment of Kindergarten through Fourth Grade Benchmarks.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.; CONNECT, Denver, CO.; National Science Foundation, Arlington, VA. Office of Systemic Reform.
PUB DATE- 99
NOTE- 124p.; Some pages contain illegible print. For the student assessment program for eighth grade mathematics, see SE 062 898.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Benchmarking; *Educational

Heaven and Earth: A Self-Directed Exploration of Hindu Mythology"; (3) "Tradition and Modernity: Forming Connections between Cultures"; and (4) "Discovering Demographics: A Lesson in Reading, Interpreting, and Displaying Demographic Data." Each unit contains a rationale, sources, strategies, and evaluation options. (BT)

ED 434 850 SO 030 824

Ockene-Fogelman, Jackie
Ancient India Unit. Fulbright-Hays Summer Seminars Abroad, 1998 (India).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 87p.; Accompanying slide set not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; Area Studies; *Cultural Context; Curriculum Development; Foreign Countries; Global Education; *Non Western Civilization; Secondary Education; Social Studies; Units of Study; *World History
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *India; *Indian Culture

This unit of study on ancient India is geared to last about four weeks or 20 school days and is appropriate for secondary school students. The unit provides a day-by-day program, beginning with an introduction to the material on the first day which opens with an Indian poem, "Six Blind Men and the Elephant," and a slide presentation. Days 2-4 consider the Indus Valley Civilization Learning Centers; Day 5 ("Early Civilization in India) includes student preparation of a visual organizer. The topic on Day 6 is "Origins of Hinduism: Indus Valley Civilization and Aryan Invasion and the Vedas," while Day 7's topic is "Origins of Hinduism: Ascetics and the Upanishads. Days 8-9 are centered on an "Introduction to Hindu Mythology," while Days 10-11 concern the "Ramayana." Days 12-13 focus on the "6th Century B.C. Indian Movements: Jainism and Buddhism"; Day 14 features the "Caste System." Day 15 considers "Asoka: A Great Buddhist Ruler," while Day 16 considers "The Golden Age of India." Days 17-20 are concerned with "Closure." A 14-item bibliography is included, as are many illustrations and copies of the readings. (BT)

ED 434 851 SO 030 825

Fancher, Kathleen M.
India's Myths and Symbols through the Oral Tradition. Fulbright-Hays Summer Seminars Abroad, 1998 (India).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 40p.; Accompanying audio tapes not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Cultural Context; Curriculum Development; Folk Culture; Foreign Countries; Global Education; Intermediate Grades; *Learning Disabilities; *Mythology; *Oral Tradition; Philosophy; Religion; Social Studies; Special Education; *Symbolism

ED 434 872 SP 038 804

Brown, Randel D.

The Individual with Intellectual Disabilities and Sex Education: Perspectives of Involved Adults.

PUB DATE- 97

NOTE- 23p.; Paper presented at the Annual Meeting of the International Society for the Study of Human Subjectivity (7th, Columbia, MO, October 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Attitudes; Attitude Measures; *Caregivers; Civil Liberties; Contraception; Developmental Disabilities; Elementary Secondary Education; *Mental Retardation; *Sex Education; Sexuality; *Special Education Teachers

This study examined the perceptions of involved adults concerning sex education for individuals with intellectual disabilities. Participants were 40 individuals who provided direct care or instruction to individuals with intellectual disabilities or who had administrative responsibility for them. They completed a 36-item Q-sort that examined their opinions on the subject. Data analysis produced four belief systems: (1) normalization advocates, who were strong supporters of human rights for individuals with intellectual disabilities and believed in the importance of instructing them about sex and the moral implications of participating in sexual activities; (2) supporters of abstinence, who ardently supported sex education for individuals with intellectual disabilities to prevent possible abuse, who did not support sex outside of marriage, and who believed that this population could not successfully participate in marital relationships; (3) responsibility and control proponents, who strongly supported providing sex education to individuals with intellectual disabilities and offering extensive birth control measures; and (4) humanistic stalwarts, who were the strongest supporters of human rights for individuals with disabilities and contended that sex education, including birth control, is the right of all who can understand. They believed that individuals with intellectual disabilities should be allowed to participate in sexual activities and marriage with procreation if desired. (Contains 32 references.) (SM)

ED 434 873 SP 038 805

Grunbaum, Jo Anne; Kann, Laura; Williams, Barbara I.; Kinchen, Steven A.; Collins, Janet L.; Kolbe, Lloyd J.

Characteristics of Health Education among Secondary Schools: School Health Education Profiles, 1996.

PUB DATE- 98

NOTE- 34p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Journal Articles (080),Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Comprehensive School Health Education; Higher Education; Inservice Teacher Education; Parent Participation; Preservice Teacher Education; Principals; School Districts; Secondary Education; State Boards of Education; Tables (Data); Teachers

IDENTIFIERS- *Health Educators

The School Health Education Profiles monitor characteristics of and videos. Appendix B highlights the work of many First Nations authors and illustrators. (Contains 24 references.) (SM)

ED 434 891 SP 038 826

Pratchler, Joan
A Voice for all Students: Realizing Gender Equity in Schools. Diversity in the Classroom Series, Number Six.
PUB DATE- 96
NOTE- 62p.; For other documents in this series, see SP 038 821-827.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Adolescents; *Educational Environment; Elementary Secondary Education; *Equal Education; Foreign Countries; Interpersonal Relationship; Legal Responsibility; Self Esteem; *Sex Bias; *Sex Fairness; Sexual Harassment; Staff Development; Teacher Expectations of Students; Teacher Improvement; *Teacher Student Relationship
IDENTIFIERS- Saskatchewan

This document, the sixth in a series on diversity in the classroom, encourages schools to reflect on and explore current research and practical applications regarding gender issues, both inside and outside the classroom. Section 1, "Introduction," discusses what gender equity is and is not. Section 2, "Gender Equity is Important," explains that everyone benefits from a gender equitable classroom and examines various inequitable practices and their effects. Section 3, "Interactions," examines teacher/student interactions; the generic he and she and implications for the classroom; teacher contact time, level of achievement, and gender; and student/student interactions. Section 4, "The Classroom," discusses the effects of instruction by male and female teachers, eliminating gender bias in teaching strategies, and the effects of the physical classroom environment. Section 5, "School Ethos," examines the importance of the school environment to gender equity, offering a school ethos checklist. It also discusses the transition from elementary to high school, self-esteem and adolescents, career choices, dealing with sexual harassment, and devising a sexual harassment policy. Section 6, "Supporting Gender Equity Beyond the School," discusses parent participation, toys, television/movies, books, and community. Section 7, "Gender Discrimination," presents examples of widespread discrimination within a school district and explains how to eliminate it, noting legal considerations and gender equity. The appendix presents an observation guide and worksheet. (SM)

ED 434 892 SP 038 827

Eaton, Verna
Creating an Inclusive Classroom: Integrating Students with Special Needs. Diversity in the Classroom Series, Number Seven.
PUB DATE- 96
NOTE- 73p.; For other documents in this series, see SP 038 821-826.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

environment affects achievement indirectly by directly affecting students' attitudes. (Contains 10 tables, 2 figures, and 27 references.) (Author/SLD)

ED 434 911 TM 030 140

Penta, Mary Q.
Is It Time To Circle the Wagons? Lessons Learned in Pioneering Electronic Portfolios.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Educational Assessment; Educational Change; Electronic Equipment; Elementary School Students; Elementary School Teachers; Elementary Secondary Education; *Portfolio Assessment; Professional Development; Program Development; Program Evaluation; *Research Utilization; Secondary School Students; Secondary School Teachers
IDENTIFIERS- *Electronic Portfolios; *Wake County Public School System NC

A key objective of a federally funded grant received by the Wake County Public Schools (North Carolina) was to develop new methods of assessment. The school district decided to fulfill this objective by developing student electronic portfolios. In spite of careful planning, the development of the electronic portfolios was filled with difficulties. Staff members persevered, developing electronic portfolios geared to the programs of six magnet elementary, middle, and high schools. Evaluation of the portfolio development process resulted in the identification of five specific lessons: (1) it may be better to develop traditional portfolios first and then mediate them; (2) schools should start small with this type of technology; (3) schools should take the time to find the right software for the electronic portfolios; (4) both students and teachers need to have access to the portfolio at any time from any place in the school; and (5) technology support is essential. (Contains 4 tables and 13 references.) (SLD)

ED 434 912 TM 030 141

Penta, Mary Q.; Hudson, Martha B.
Evaluating a Practice-Based Model To Develop Successful Alternative Assessments at Instructionally Innovative Elementary Schools.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Educational Assessment; Educational Innovation; Educational Practices; Elementary Education; *Elementary School Teachers; *Evaluation Methods; Magnet Schools; Models; Program Development; Program Evaluation
IDENTIFIERS- *Alternative Assessment; SouthEastern Regional Vision for Education

This paper describes alternative assessments being used

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Achievement Tests; Elementary Secondary Education; Norm Referenced Tests; State Programs; *State Standards; Test Construction; Test Format; *Test Use; *Testing Programs
IDENTIFIERS- *Stanford Achievement Tests; *Utah

This publication provides a general description, in question-and-answer format, of the 1999 Utah Statewide Testing Program. Under this program, norm-referenced achievement tests are administered to Utah students in grades 5, 8, and 11 under a legislative mandate. The newest edition of the Stanford Achievement Tests, the Stanford 9, was chosen as the test series for 1999. Test administration conditions, including the use of calculators, and test preparation are discussed. What the tests measure, who pays for them, and how they are used are described. (SLD)

ED 434 934 TM 030 187

Blenkin, Geva M., Ed.; Kelly, A. V., Ed.
Assessment in Early Childhood Education.
PUB DATE- 92
NOTE- 199p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Achievement Tests; Bilingual Students; *British National Curriculum; *Early Childhood Education; *Educational Assessment; Foreign Countries; *Standardized Tests; Student Evaluation
IDENTIFIERS- *Great Britain

Contributions to this collection explore the relationship between education and assessment in the context of the British National Curriculum and mandated nationally standardized assessment procedures. The chapters are: (1) "Concepts of Assessment: An Overview" (Vic Kelly); (2) "Progression, Observation and Assessment in Early Education: The Context" (Geva Blenkin); (3) "Assessment and the Nursery Curriculum" (Victoria Hurst and Margaret Lally); (4) "Assessment in Nursery Education: A Review of Approaches" (Lally and Hurst); (5) "Assessment at Key Stage 1: Core Subjects and the Developmental Curriculum" (Marian Whitehead); (6) "Assessment at Key Stage 1: Teacher Assessment through Record-Keeping" (Sue Pidgeon); (7) "Bilingualism and Assessment" (Eve Gregory and Clare Kelly); and (8) "In Conclusion" (Geva Blenkin and Vic Kelly). (Contains 198 references, and name and subject indexes.) (SLD)

ED 434 935 TM 030 188

MacGilchrist, Barbara; Myers, Kate; Reed, Jane
The Intelligent School.
PUB DATE- 97
NOTE- 139p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Educational Change; Elementary Secondary Education; foreign Countries; Learning;

DESCRIPTORS- Academic Achievement; Accountability; *Armed Forces; Elementary Secondary Education; Foreign Countries; *Institutional Characteristics; Military Personnel; Profiles; *School Districts; Test Results
IDENTIFIERS- Department of Defense; *Dependents Schools

This document contains accountability profiles with detailed information for the overseas schools of the Department of Defense Dependents Schools (DoDDS). Each profile contains a description of the school, district, or area characteristics and highlights identified by the principal or superintendent. Profiles also contain the 1996-1997 benchmark priorities for the schools, the school-home partnership self-evaluation data, and standardized test results. Section A contains a profile of the overseas DoDDS schools overall. Other sections contain profiles for the Europe, Pacific, and Panama areas, and for the districts and schools in each area. (SLD)

ED 434 956 TM 030 212

Department of Defense Education Activity District and School Level Accountability Profiles. Domestic Dependent Elementary and Secondary Schools (DDESS). Accountability Profiles, 1996-1997.
PUB DATE- 98
NOTE- 168p.; For data on Department of Defense Schools in Europe, the Pacific, and Panama, see TM 030 211.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accountability; *Armed Forces; Elementary Secondary Education; *Institutional Characteristics; Military Personnel; Profiles; *School Districts; Test Results
IDENTIFIERS- Department of Defense; *Dependents Schools

This document contains accountability profiles with detailed information for the Department of Defense Domestic Dependent Elementary and Secondary Schools. Each profile contains a description of the school, district, or area characteristics and highlights identified by the principal or superintendent. Profiles also contain the 1996-1997 priorities for student achievement and citizenship, mathematics and science achievement, teacher education and professional development, and organizational development, as well as standardized test results such as the Scholastic Assessment Test for high schools. Schools in the United States and Puerto Rico are included. (SLD)

ED 434 957 UD 033 130

Peters, Michael, Ed.
After the Disciplines: The Emergence of Cultural Studies. Critical Studies in Education and Culture Series.
PUB DATE- 99
NOTE- 296p.; Published by Bergin & Garvey.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Education; Cultural Awareness; Curriculum; Essays; Higher Education; *Intellectual Disciplines; *Multicultural Education
IDENTIFIERS- *Cultural Studies

This collection of essays contains responses to a request to examine the emergence and formation of "cultural studies" within the university and the implications of cultural studies

PUB DATE- 98
NOTE- 9p.; An earlier version of this Bulletin was published in "Crime & Delinquency" 44(1):89-101, 1998, Sage Publications, Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Adolescents; *Citizenship Education; *Correctional Rehabilitation; Evaluation Methods; Futures (of Society); *Juvenile Justice; *Program Implementation; Young Adults

This bulletin describes the objectives and elements of an effective juvenile justice system and suggests legislative and administrative strategies for its implementation. An effective juvenile justice system must meet the three objectives of holding the juvenile offender accountable, enabling the offender to become a capable and productive citizen, and ensuring the safety of the community. To ensure that juvenile justice interventions are swift, certain, and consistent, the system must contain elements that: (1) include a mechanism for comprehensively assessing a juvenile; (2) have the capacity to provide a range of treatment services; and (3) incorporate increasingly severe sanctions and enhanced treatment services. Critical components include preadjudicated detention, graduated sanctions for adjudicated delinquents, and quality case management and service integration. Many benefits can be expected from a carefully conceived, properly implemented, and adequately funded juvenile justice system in the 21st century. (Contains 23 references.) (SLD)

ED 434 979 UD 033 156

Torbet, Patricia; Szymanski, Linda
State Legislative Responses to Violent Juvenile Crime: 1996-97 Update. Juvenile Justice Bulletin.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Community Programs; *Crime; Juvenile Courts; *Juvenile Justice; Prevention; *State Legislation; *Victims of Crime; Young Adults

This bulletin presents findings from an analysis of laws enacted in 1996 and 1997 to target serious and violent juvenile crime. The review of the laws included telephone interviews with key personnel in each state. Overall, findings show that states continue to modify age/offense transfer criteria, with some states beginning to study the impact of new transfer laws. States continue to experiment with blended and other sentencing options, and changes in purpose clauses are having impacts on juvenile court dispositions. States are supplementing continued emphasis on secure corrections programming with community-based interventions that stress public safety and offender accountability. Traditional confidentiality concerns are being de-emphasized, and there is an increased emphasis on information sharing. Victims and victims' organizations are increasing their active participation in the juvenile justice process. (SLD)

ED 434 980 UD 033 157

Tjaden, Patricia; Thoennes, Nancy

PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- At Risk Persons; Brain; Early Intervention; Family Programs; *Family (Sociological Unit); Foreign Countries; *Futures (of Society); Mass Media Effects; *Parent Child Relationship; Parents; Preschool Children; Preschool Education; *Social Change; Trend Analysis
IDENTIFIERS- Bowlby (John); Brain Development; *Family Support

This paper examines the importance of children's early experience and its implications for the future. The paper notes three important societal changes--changes in women's roles, changes in the concept of marriage, and changes in the nature of childhood--and discusses the factors underlying these trends. Current research suggests that the architecture of the brain is more plastic than was previously thought, and windows of opportunity in early learning may be lost or limited if they are not appropriately capitalized upon during early childhood. Noting that children today are least safe in their own homes and most safe in early education and care settings, the paper describes two parent support programs for at-risk parents. The paper describes the immense socializing power of the media as demonstrating the ubiquitous nature of the U.S. culture. Problems with media use are noted, such as the impact of violence and the use of television as a childminder. Implications of these social changes for the child, family, and early education and care are explored: (1) care and education are so interwoven that it makes most sense to see them as thoroughly interdependent; and (2) effective and sensitive parental support must accompany the provision of good institutions. The paper concludes by noting that J. Bowlby's central beliefs in the importance of helping families have not been discredited and that the challenge is to ensure the melding of care and education into a secure profession. Contains 32 references. (KB)

ED 434 730 PS 027 933

Horsch, Karen
Aiming for Accountability: Florida. Reaching Results.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 42p.; Compiled by the Harvard Family Research Project (HFRP) Results-Based Accountability Project. For related documents, see PS 027 934-941.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Case Studies; Program Descriptions; Program Design; Program Development; Program Evaluation; *Program Implementation; State Action; *State Programs; *Welfare Services
IDENTIFIERS- Family Resource and Support Programs; *Florida

Interest is growing in planning and implementing new systems of holding child and family services accountable for results. The Results-Based Accountability (RBA) Project at the Harvard Family Research Project (HFRP) has supported and built upon recent state efforts to develop these new accountability systems for child and family services. The RBA reports, including this case study, are intended to help share insights strengths and work from a community's culture and resources, family-centered child care incorporates positive attitudes about working with parents and practical activities to serve the family. Asserting that a key place to promote widespread use of family support principles and practices is through the child care training system, the papers that make up the series focus on how the child care field trains providers to include family support. This volume in the series describes the range of family support principles and practices of 11 child care programs. The programs, chosen through a nomination process, reflect the diversity of child care arrangements, including home-based services, center-based programs, and comprehensive early childhood programs. The report also examines the challenges in building positive relationships with families and the opportunities to improve program-family relationships through training and professional development. Based on the experiences of the programs, a training framework is proposed. The report concludes with recommendations for increased training in implementing family-centered approaches through expanded content and better integration with existing training institutions. Appendices present the data collection and analysis process of program profiles. Contains 64 references. (EV)

ED 434 746 PS 027 949

Kreider, Holly M.; Hurd, Tracey L.
Child Care Resource and Referral Agencies: Training Child Care Providers To Support Families. Families Matter.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 99
NOTE- 103p.; Introduction by Heather Weiss. For related documents in the Families Matter series, see PS 027 943-950. Also supported by the Francis Families Foundation and the F.B. Heron Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Caregivers; *Day Care; Early Childhood Education; Family Involvement; *Family Programs; Parent Participation; Program Descriptions; Program Design; Program Effectiveness; *Training; Training Methods; Training Objectives
IDENTIFIERS- *Caregiver Training; *Child Care Resource Centers; Family Resource and Support Programs; Family Support; Parent Caregiver Relationship

The Families Matter series of papers from the Harvard Family Research Project advances the concept of family-centered child care, advocating an approach to early childhood education that addresses the development of the child and family together. Grounded in family support principles, which build on family strengths and work from a community's culture and resources, family-centered child care incorporates positive attitudes about working with parents and practical activities to serve the family. Asserting that a key place to promote widespread use of family support principles and practices is through the child care training system, the papers that make up the series focus on how the child care field trains providers to include family support. This volume in the series examines child care resource and referral agencies (CCR&Rs), private and public agencies that provide support and services to more than 2 million parents and providers. This volume profiles the family-supportive services and training efforts of CCR&Rs, drawing from a national survey and in-depth agency interviews.

ED 434 764 PS 028 012

Roopnarine, Jaipaul L., Ed.; Brown, Janet, Ed.
Caribbean Families: Diversity among Ethnic Groups. Advances in Applied Developmental Psychology, Volume 14.
PUB DATE- 97
NOTE- 334p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adolescents; *Child Rearing; *Children; *Cultural Differences; Disabilities; Early Parenthood; Elementary Secondary Education; *Family (Sociological Unit); Fathers; Foreign Countries; Immigrants; Males; Mental Health; *Parent Child Relationship; Racial Differences; Sex Differences; Social Differences; Socialization
IDENTIFIERS- *Caribbean; Caribbean Americans; Ethnic Differences

Little is known about the development and function of families in major Caribbean communities, an area composed of diverse ethnic and political groups, the majority of whom live on the edge of poverty. This edited book provides an interdisciplinary examination of Caribbean families, each chapter detailing studies dealing with family structures and intellectual, social, and clinical problems and their treatment. The articles are: (1) "Overview of Issues in Childhood Socialization in the Caribbean" (Hyacinth Evans and Rose Davies); (2) "Class, Race, and Gender Issues in Child Rearing in the Caribbean" (Elsa A. Leo-Rhynie); (3) "Family Socialization in an East Indian Village in Guyana: A Focus on Fathers" (Jaipaul L. Roopnarine and Others); (4) "Caribbean Fatherhood: Under-researched, Misunderstood" (Janet Brown, Arthur Newland, Patricia Anderson, and Barry Chevannes); (5) "The Idea of Childhood and Age of Sexual Maturity among Indians in Trinidad: A Sociohistorical Scrutiny" (Patricia Mohammed); (6) "The Status of Child Care Supports for Jamaican Families" (Kerida Scott-McDonald); (7) "Raising Children with Disabilities in the Caribbean" (Marigold J. Thorburn); (8) "The Impact of Parent-Child Socialization on the Development of Conduct Disorder in Jamaican Male Adolescents" (Claudette Crawford-Brown); (9) "Child Shifting: A Survival Strategy for Teenage Mothers" (Pauline A. Russell-Brown, Beverly Norville, and Cheryl Griffith); (10) "Issues of Reunification of Migrant West Indian Children in the United Kingdom" (Elaine Arnold); (11) "Mental Health Issues and Family Socialization in the Caribbean" (Jacqueline Sharpe); (12) "Clinical Practice with Caribbean Immigrant Families in the United States: The Intersection of Emigration, Immigration, Culture, and Race" (David A. Baptiste, Jr., Kenneth V. Hardy, and Laurie Lewis); and (13) "Toward an Integration: Diverse Issues in Examining Caribbean Families" (Jaipaul L. Roopnarine). Each article contains references. (KB)

ED 434 765 PS 028 016

On the Threshold: How Your Child Develops. Birth to Five Years.
PUB DATE- 98
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Behavior; *Child Development; *Developmental

NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Career Development; Education Work Relationship; Employment Opportunities; *Federal Programs; *Information Sources; Organizations (Groups); *Rural Areas; *Rural Youth; Scholarly Journals; *Youth Employment; Youth Opportunities

This publication provides sources of information on rural youth employment. An annotated bibliography of 30 journal articles, federal publications, research reports, and books, published 1992-97, is divided into general topics, case studies, school-to-work issues, and guides. A list of 10 federal programs that provide assistance or funding for employment-related projects and initiatives includes program identification numbers, program titles, responsible agencies, program objectives, and contact information. A description of Americorps includes information on how to apply. Lists of 14 professional journals that report on issues related to rural employment and 16 organizations that can provide further information include contact information and Web site addresses. Instructions are provided for submitting interlibrary loan requests to the National Agricultural Library. (CDS)

ED 434 784 RC 022 106

Schoolwide Programs: Parents' Guide & Capacity-Building Materials = Programas Schoolwide: Una Guia para Padres y Materias de Capacitacion.
PUB DATE- 99
NOTE- 477p.; Main sections are printed on colored paper.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- American Indians; *Disadvantaged Schools; Disadvantaged Youth; *Educational Planning; Elementary Secondary Education; Federal Aid; Federal Legislation; High Risk Students; Limited English Speaking; Migrant Education; *Parent Participation; Parent School Relationship; *Parent Workshops; Poverty; Professional Development
IDENTIFIERS- California; *Improving Americas Schools Act 1994 Title I

The reauthorization of Title I (Improving America's Schools Act--IASA) made the Schoolwide Program (Schoolwide) a major strategy for schools with high poverty rates and stressed the importance of parent involvement. This guide was developed to provide professional development and parent education on Schoolwide implementation in California. The four sections are based on 1997 workshops to prepare migrant parents to work on a team with certificated school staff in learning about Schoolwide. Most materials are presented in English and Spanish. Each section includes a script for presenting the materials, a model agenda, activities, and resources needed to provide the workshop. Section 1 gives an overview of funding issues, historical events, and Title 1. It also introduces California's Statewide System of School Support (S4), the state's system of providing technical assistance to schools that decide to

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Evaluation; Evaluation Methods; *Mathematics Education; *Portfolio Assessment

The ongoing reform of mathematics instruction creates a need to refine students' assessment practices. This digest describes portfolios and provides information about the types, focus, and content of mathematics portfolios. The advantages and disadvantages of portfolio assessment are also discussed, and a list of World Wide Web resources related to portfolio assessment is provided. (Contains 13 references.) (ASK)

ED 434 803 SE 061 304

Caton, Elaine; Brown, Fletcher; Brewer, Carol
Facilitating Teacher-Scientist Collaborations: Teaching about Energy through Inquiry.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Energy Education; High Schools; *Inquiry; Middle School Teachers; Middle Schools; School Business Relationship; Science Education; *Science Teachers; *Scientists; Secondary School Teachers

This paper explores the effectiveness of teacher-scientist collaborations in bringing inquiry into pre-college classrooms. The Montana Organization for Research in Energy (MORE) and the University of Montana sponsored two institutes on "Teaching about Energy through Inquiry" for middle and high school teachers and energy scientists in 1996 and 1997. The primary goals of the institutes were to: (1) facilitate partnerships between teachers and scientists; and (2) increase the use of inquiry as a teaching method in energy education. This paper briefly characterizes these institutes and describes the assessment efforts used to evaluate the effectiveness of the institutes. Closing comments on the institutes' efforts in effectively facilitating collaborations between teacher and scientists are provided. Contains 20 references. (CCM)

ED 434 804 SE 061 381

A Science Odyssey: A Social Studies and Science Resource for Middle- and High-School Educators. Educator's Guide.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; IBM Foundation.; Arthur Vining Davis Foundations, Miami, FL.; Carnegie Corp. of New York, NY.; Corporation for Public Broadcasting, Washington, DC.
PUB DATE- 97
NOTE- 38p.; The five "Science Odyssey" TV programs premiered across January 11-15, 1998. A companion book of the same name, by Charles Flowers, was projected for publication the same month. Additional funding provided by Becton Dickinson and Company.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

Assessment; Elementary Education; Grade 5; *Mathematics
Education; Public Schools; *Student Evaluation; Test Items;
*Testing
IDENTIFIERS- *Colorado

The Colorado Student Assessment Program (CSAP) has been underway since 1997. Since then, fourth grade students have been assessed annually on the Colorado Model Content Standards for Reading and Writing. In 1998, testing began on third grade reading. Over the course of time, other grades and subject areas will be phased in. In the fall of 1999, public school fifth grade students will be assessed for the first time on the Colorado Model Content Standards for Mathematics. This guide was developed to help educators prepare for the upcoming mathematics assessment. The purpose of this book is to provide a window into fifth grade mathematics assessment. This guide is divided into four sections: (1) an overview of CSAP with a question-and-answer section about test development, scoring, and reporting; (2) the "Colorado Model Content Standards for Mathematics Kindergarten to Fourth Grade Assessment Framework"; (3) referenced tests (sample assessment items) for the "Kindergarten to Fourth Grade Assessment Framework"; and (4) three sample constructed-response tasks (one 5-minute and two 15-minute tasks) with accompanying scoring guides and student work. (ASK)

ED 434 830 SE 062 900

The Teachers' Guide to the Colorado Student Assessment Program for Eighth Grade Science: An Assessment of Fifth through Eighth Grade Benchmarks.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.; CONNECT, Denver, CO.; National Science Foundation, Arlington, VA. Office of Systemic Reform.
PUB DATE- 99
NOTE- 259p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Benchmarking; *Educational Assessment; Grade 8; Intermediate Grades; Junior High Schools; Public Schools; *Science Education; *Student Evaluation; Test Items; *Testing
IDENTIFIERS- *Colorado

In the spring of 2000, public school eighth grade students will be assessed for the first time on the Colorado Model Content Standards for Science. This guide was developed to help educators prepare for the upcoming Colorado science assessment. The purpose of this book is to provide a window into eighth grade science assessment. This guide is divided into the following sections: (1) an overview of CSAP with a question-and-answer section about test development, scoring, and reporting; (2) how to use this guide most effectively to assess student progress; (3) the Colorado Model Content Standards for Science Fifth to Eighth Grade Assessment Framework; (4) sample referenced assessment items for the Fifth to Eighth Grade Assessment aligned to the Colorado Model Content Standards for Science; (5) sample reference assessment cluster items; (6) sample assessments with multiple choice, constructed short answer, and performance tasks from the Colorado Science Assessment Initiative Goals 2000 grant; and (7) recommendations for science equipment for every grade 5-8 science lab and a suggested 21-item reference bibliography for science

IDENTIFIERS- Fulbright Hays Seminars Abroad Program; Guided Assignments; Hinduism; *India; Indian Art

The design of this curriculum project allows teachers to introduce the rich Indian culture in a non-threatening way to learners who struggle with writing material. It was initially developed for special education students who read and write significantly below grade level. Some of the project's lessons include showing the students artwork and playing cassettes of talented Indian people who speak about various aspects in their diverse culture. The guided activities in the project are not only intended to motivate the students and to appeal to their learning styles, but also to serve a larger educational purpose to prepare special education students for their social studies classes. Following an introduction and general notes on audio tapes, the project is divided into part 1: "Guiding Questions/Activities"; and part 2: "The Audio Tapes." The tapes are: Tape 1: "Hinduism and Vishnu's Avatars"; Tape 2: "The Varaha Temple"; Tape 3: "Krishna"; Tape 4: "Kama/Consorts"; Tapes 5 and 6: "Nataraja, Lord of the Dance"; Tape 7: "The Pardhosham Festival in Madras"; Tape 8: "Sri Ekambaranathar Temple in Kanchipuram"; Tape 9: "Ganesha"; Tape 10: "Mahabalipuram Rock Carvings"; Tape 11: "Stone Carving of Ardhanareskvara"; Tape 12: "Philosophy of Giving/Lakshmi"; Tape 13: "Story of the Buddha"; Tape 14: "Gandhi/Indian Philosophy"; and Tape 15: "Jainism/Buddhism." Contains a 13-item teacher bibliography and a 7-item student bibliography. (BT)

ED 434 852 SO 030 827

Wheeler, Sharon L.
India: A Performance Based Unit. Fulbright-Hays Summer Seminars Abroad, 1998 (India).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 14p.; Colored photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Cultural Context; Curriculum Development; Dance; Foreign Countries; Global Education; High Schools; Non Western Civilization; Performance Based Assessment; Puppetry; Social Studies; Student Educational Objectives; Units of Study
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *India; Indian Art; Mahabharata; Ramayana

This unit of study aims to help students in grades 9-12 experience the history, culture, religion, and literature of India by emphasizing active participation in the diverse art forms indigenous to India and those that are shared by India and the United States. Components of study in the unit are: The "Ramayana"; Indian Classical Dance; The "Mahabharata"; and Indian Shadow Puppetry. The unit enumerates seven educational goals for students and lists nine competencies that students should show after completion of activities. Each component in the unit lists materials needed and specific student activities. The unit is illustrated with color photographs. (BT)

ED 434 853 SO 030 828

Tisone-Bartels, Dede; Eppley, Felicia
Classroom Activities about India: Lessons Written by Fulbright 1998 Teachers. Fulbright-Hays Summer Seminars Abroad 1998

health education in secondary schools nationwide, using school-based surveys conducted by state and local education agencies. This report summarizes results from 35 state surveys and 13 local surveys conducted among representative samples of school principals and lead health education teachers in 1996. Most states and cities required health education in grades 6-12, and most taught a separate health education course. The median percentage of schools that tried to increase student knowledge on certain topics was less than 72 percent for each topic. The median percentage of schools that tried to improve certain student skills was greater than 69 percent for each skill. The median percentage of schools that had health educators coordinate health education was 33 percent across states and 26.8 percent across cities. Most schools taught HIV education during required health education courses. Over half had written policies on HIV infection among students and staff. A median of 41.0 percent of schools across states and 25.8 percent across cities had a lead health educator with professional preparation in health and physical education. Across states, the median percentage of schools whose lead health educator had received inservice training on specific topics ranged from 15.6-51.4 percent. Of schools that received parental feedback, most reported receiving positive feedback. Thirteen tables comprise the bulk of this article. (Contains 11 references.) (SM)

ED 434 874   SP 038 808

Utah Youth Risk Behavior Survey Results, 1991, 1993 & 1995.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accident Prevention; Adolescents; Eating Habits; *High School Students; High Schools; Injuries; Physical Activity Level; Physical Fitness; Sexuality; *Student Behavior; Substance Abuse; Suicide; Violence
IDENTIFIERS- Health Behavior; *Risk Taking Behavior; Utah

This report describes results from the 1995 Utah Youth Risk Behavior Survey of Utah's high school students and compares results to selected 1991 and 1993 results. The 76-item survey was identical to the national survey, though it omitted questions about sexual behavior. It examined unintentional and intentional injuries; tobacco, alcohol, and other drug use; risky dietary behaviors; and physical inactivity. In 1995, the survey was administered to 3,291 students in grades 9-12 in 40 public schools. Results indicate that by the time students entered 9th grade, many had engaged in behaviors that put them at risk for the significant health and social problems of youth and childhood. Many Utah students continued to engage in health risk behaviors throughout their high school years. Overall, there were few statistically significant increases or decreases from year to year in percentages of students engaging in health risk behaviors. Too few students wore helmets on bicycles and motorcycles; too many males carried weapons; the rate of violence in Utah schools was too high; too many students seriously considered suicide; too many students used harmful substances; and students needed significant improvements in dietary and physical activity behaviors. Data from other sources indicated that students were engaging in high risk sexual behaviors. (SM)

ED 434 875   SP 038 809

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Disabilities; *Diversity (Student); Elementary Secondary Education; Foreign Countries; *Inclusive Schools; Mainstreaming; Paraprofessional School Personnel; Principals; *Regular and Special Education Relationship; Staff Development; Teacher Collaboration; Teacher Improvement; Teamwork
IDENTIFIERS- Saskatchewan

This document, the seventh in a series on diversity in the classroom, offers strategies for general education teachers to help them provide an appropriate education to students with exceptional needs within the regular classroom. Section 1, "Introduction," examines definitions and the organization of the document. Section 2, "Starting Points," examines how to create an inclusive classroom, work as a team, and problem solve as a team. Section 3, "Planning and Preparation," discusses how to get to know each other, plan for the child, and use the MAPS (Making Action Plans) strategy. Section 4, "Implementation," discusses instructional approaches and strategies, working with educational assistants, and working with peers. Section 5, "Transition Planning," discusses how to plan for a student's transition to another setting. Section 6, "The Secondary School Setting," explains how to include students with special needs in secondary school settings. Section 7, "A Note to Administrators," explains the role of the administrator in the process. The nine appendixes focus on: definitions and implications, appropriate language, problem solving teams, MAPS procedures, a guide to strategies, differentiated instruction, activities to teach about disabilities, planning for educational assistants, and resources (26). (SM)

ED 434 893 SP 038 828

Bickmore, Kathy
Why Discuss Sexuality in Elementary School?
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consciousness Raising; Curriculum Development; Diversity (Student); Elementary Education; Elementary School Students; Elementary School Teachers; Foreign Countries; Homophobia; *Homosexuality; *Sex Education; *Sexual Identity; Student Attitudes

It is important to discuss sexuality with elementary students. Elementary teachers can help children learn to share public space with people who are similar and different from themselves. This should include discussions of homosexual people. One reason to discuss sexuality in elementary schools is that it is already present in students' lives (via public spaces, media, and peer groups). Sexuality is present and visible in public images experienced by virtually all Western children, and value judgments are implicit in these images. Curriculum resource materials and teaching strategies employ these value-loaded images long before they admit to talking about sex. Gender role socialization, including the accompanying devaluation of homosexual identities, is an inevitable element of how children are guided to behave by the successfully at two elementary magnet schools in North Carolina and summarizes case studies of the assessment development process. Assessments, grade levels, school years, and school districts in the case studies differed, but commonalities in developing the assessments enabled the researchers to adapt a seven-step practice-based model from the SouthEastern Regional Vision for Education (SERVE), the federal education laboratory in their region, to describe the process. In one school, the assessment system was a continuous progress method of evaluating students and communicating information to parents. In the other, the assessment incorporated the multiple intelligences and arts integration aspects of their curriculum. To see if the model might be applicable to other schools, it was used as part of a teacher in-service program on assessment for 30 elementary school teachers and then presented to a second group of teachers at a summer institute. Information from the multiple data sources of this study indicates that the practice-based assessment model derived from the initial case studies is effective for other schools. (SLD)

ED 434 913 TM 030 142

ACT High School Profile Report: HS Graduating Class 1999, HS Graduating Class of 1999 National Report. The High School Profile Report. Normative Data. A Description of the Academic Abilities and Nonacademic Characteristics of Your ACT Tested 1999 Graduates.
PUB DATE- 99
NOTE- 42p.; Code 990-000. For the 1998 High School Profile Report, see ED 424 264.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Gains; College Bound Students; *College Entrance Examinations; Educational Trends; Ethnic Groups; High School Graduates; *High School Students; High Schools; Profiles; Scores; Sex Differences; *Student Characteristics; Tables (Data); *Test Results; Trend Analysis
IDENTIFIERS- *ACT Assessment

This document is a sample of the type of report the American College Testing Program sends high schools reflecting the characteristics of students from the school who took the ACT Assessment during their sophomore, junior, or senior years and who graduated in 1998. Depending on the proportion of students at the school who took the ACT Assessment, the report may or may not reflect the characteristics of the school's college bound students. The report begins with a summary of the 5-year trend history of college-bound students who took the ACT Assessment. Tables compare the average ACT scores of students who took the recommended core curriculum with those of students who did not. Other tables provide average ACT scores by academic preparation for different ethnic groups and by ability level for difference ethnic groups. Student satisfaction with the individual high school is reported. Other tables report mean scores and standard deviations for males and females and for different patterns of academic preparation. Information is also provided about student background characteristics, planned educational majors, and vocational choices. An appendix provides additional information about the testing program and the recommended core curriculum. Included with this document are a press release and the "Standards and Transition" report, a guide that describes what students in various score ranges are likely to know and be able to do. (Contains 15 tables.)

School Effectiveness; *School Restructuring
This book is a practical resource to help teachers make schools "intelligent organizations" that can synthesize different kinds of knowledge, experience, and ideas to improve schools. Chapters set forth key messages on school effectiveness, school improvement, teaching, and learning. The chapters are: (1) "Improving the Effectiveness of Schools"; (2) "Learning from Learning"; (3) "Learning About Effective Teaching"; (4) "Teachers' Learning"; (5) "Maximising Pupils' Progress and Achievement"; and (6) "The Intelligent School--Putting the Pieces Together." (Contains 7 tables, 4 figures, and 139 references.) (SLD)

ED 434 936 TM 030 189

Murphy, Patricia, Ed.
Learners, Learning & Assessment. Learning, Curriculum and Assessment Series.
PUB DATE- 99
NOTE- 385p.; This book is a reader for a course titled, "Learning, Curriculum, and Assessment," that is part of the master's degree program at the Open University, Milton Keynes, England.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Curriculum Development; *Educational Assessment; Educational Psychology; Educational Research; Elementary Secondary Education; Foreign Countries; Learning; *School Restructuring; Test Use
Selections in this reader explore some current and influential thinking about learning and assessment. It provides a theoretical framework for considering past and current developments in research into the mind and learning. The chapters are: (1) "On Becoming Labeled--the Story of Adam" (R.P. McDermott); (2) "Reconstructing Educational Psychology" (Eric Bredo); (3) "Is Everyone Musical?" (John A. Sloboda, Jane W. Davidson, and Michael J.A. Howe); (4) "Making Up the Mind" (Oliver Sacks); (5) "Cognitive Development through Social Interaction: Vygotsky and Piaget" (Barbara Rogoff); (6) "Legitimate Peripheral Participation" (Jean Lave and Etienne Wenger); (7) "Assessment in Context" (Howard Gardner); (8) "Assessment, Learning Theories and Testing Systems" (Paul Black); (9) "Where Is the Mind?" (Paul Cobb); (10) "Problem Solving as a Basis for Reform in Curriculum and Instruction: The Case of Mathematics" (James Hiebert, Thomas P. Carpenter, Elizabeth Fennema, Karen Fuson, Piet Human, Hanlie Murray, Alwyn Olivier, and Diana Wearne); (11) "Assessment Issues in a Performance-Based Subject: A Case Study of Physical Education" (Doune Macdonald and Ross Brooker); (12) "Outcomes, Competencies and Trainee-Centered Learning: The Gap between Rhetoric and Reality" (Alison Wolf); (13) "Situated Learning and Transfer: Implications for Teaching" (Hans Gruber, Lai-Chong Law, Heinz Mandl, and Alexander Renkl); (14) "When Is Experiential Learning Not Experiential Learning?" (Mike Wallace); (15) "Design of MIST--a System To Help Students Develop Metacognition" (Sadhana Puntambekar and Benedict du Boulay); (16) "Supporting Collaborative Learning: A Gender Dimension" (Patricia Murphy); (17) "The Validity and Reliability of Assessments and Self-Assessments of Work-Based Learning" (Yves Benett); (18) "Cultural Bridging and Children's Learning" (Kathy Stredder with case study material by Karen Emmott and Chris Carpenter); (19) "Anyone for Tennis? Social Class Differences in Children's Responses to National

for an economics of "disciplinarity." The majority of the contributors are from the University of Auckland, New Zealand. Following an introduction by Michael Peters, the chapters are: (1) "The Political Economy of 'Studies'" (Ruth Butterworth); (2) "After the Science Wars: From Old Battles to New Directions in the Cultural Studies of Science" (Robert Markley); (3) "Going to Cyberschool: Post/Trans/Antidisciplinarity at the Virtual University" (Timothy Luke); (4) "Fragmented Visions: Excavating the Future of Area Studies in a Post-American World" (Ravi Arvind Palat); (5) "Geography and Area Studies" (Warren Moran); (6) "Women's Studies/Cultural Studies: Pedagogy, Seduction and the Real World" (Maureen Molloy); (7) "Disciplined Absences: Cultural Studies and the Missing Discourse of a Feminist Politics of Emotion" (Megan Boler); (8) "The Late Show: The Production of Film and Television Studies" (Roger Horrocks); (9) "The Development of Maori Studies in Tertiary Education in Aotearoa/New Zealand" (Ranginui Walker); (10) "Literacy Studies in Education: Disciplined Developments in a Postdisciplinary Age" (Colin Lankshear); (11) "Doing Cultural Studies: Youth and the Challenge of Pedagogy" (Henry A. Giroux); and (12) "Humanities in the Postmodern" (Brian Opie). Each chapter contains references. (SLD)

ED 434 958 UD 033 131

Luthar, Suniya S.
Poverty and Children's Adjustment. Developmental Clinical Psychology and Psychiatry, Volume 41.
PUB DATE- 99
NOTE- 131p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adjustment (to Environment); *At Risk Persons; *Children; Disadvantaged Youth; Low Income Groups; *Poverty; Research Reports; Socioeconomic Status
IDENTIFIERS- *Protective Factors

The focus of this book is on the risk and protective processes that modify the effects of poverty on children's social and emotional adjustment. The attempt is to integrate findings of empirical research conducted over the past three decades on the adjustment of children facing socioeconomic deprivation. The chapters are: (1) "Introduction"; (2) "Child Attributes"; (3) "Poverty and the Family: Demographic and Structural Features"; (4) "Poverty and the Family: Psychological Processes"; (5) "Exosystemic Influences"; and (6) "Future Directions." (Contains 320 references, and author and subject indexes.) (SLD)

ED 434 959 UD 033 132

Supik, Josie Danini; Johnson, Roy L.
Missing: Texas Youth. Dropout and Attrition Rates in Texas Public High Schools. A Policy Brief.
PUB DATE- 99
NOTE- 35p.; For other policy briefs, see UD 033 134-136.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Dropout Programs; Dropout Research; *Dropouts; *Educational Policy; *High Schools; *Public Schools; *School Holding Power; State Legislation; *Student Attrition; Urban Schools
IDENTIFIERS- *Texas

Prevalence, Incidence, and Consequences of Violence against Women: Findings from the National Violence against Women Survey. Research in Brief.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Crime; Ethnicity; *Females; Incidence; Program Development; Program Implementation; Racial Differences; *Sexual Abuse; Telephone Surveys; *Victims of Crime; *Violence

To further an understanding of violence against women, a national telephone survey on violence was conducted from November 1995 to May 1996. The survey sampled approximately 8,000 women and 8,000 men, providing comparable data on women's and men's experiences with violent victimization. Study findings provide empirical data on the prevalence and incidence of rape, physical assault, and stalking, as well as information on intimate partner violence and differences in the prevalence of rape and physical assault on women of different racial and ethnic backgrounds. Physical assault was found to be widespread among U.S. women, with 52% of those surveyed reporting physical assault in their lives, and 1.9 reporting physical assault in the last 12 months. Racial and ethnic differences were significant, with Native American women the most likely to report rape and physical assault victimization. Women experienced more partner violence, were more likely to be injured during an assault, and were more likely to have been stalked. Implications for public health and intervention planning are discussed. (Contains 15 exhibits and 24 endnotes.) (SLD)

ED 434 981 UD 033 158

Guide for Implementing the Balanced and Restorative Justice Model.
PUB DATE- 98
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Case Studies; Correctional Rehabilitation; *Juvenile Justice; Models; Program Implementation; Young Adults
IDENTIFIERS- *Restoration

The Balanced and Restorative Justice Model (BARJ) outlines an alternative philosophy, "restorative justice," and a new mission that requires juvenile justice professionals to devote attention to enabling offenders to make amends to their victims and the community, increasing offender competencies, and protecting the public through processes in which victims, the community, and offenders all participate. This document is intended to assist juvenile justice professionals in implementing a BARJ approach in their work. It contains practical information and tools to enable professionals to implement the model and criteria by which practitioners can judge practice in terms of BARJ principles. The guide also contains concrete examples and case studies to assist juvenile justice professionals at all levels in examining how their roles can change to promote a balanced and restorative approach to juvenile justice. Three appendixes list sources for additional information, describe the program of Deschutes and experiences in designing and implementing RBA systems. This report on RBA in Florida begins with a brief overview, which summarizes the key points in the case study. A section of sociodemographic information and information about the state's governance structure directs the reader to unique qualities of the state that have helped to influence its RBA work. A timeline of the most critical events in the design and implementation of RBA efforts is included, along with a list of the key terms and concepts used in the state. Each separate RBA effort is described in detail, including its history and impetus, those who initially sponsored the effort, and the legal mechanism behind the effort. In addition, the early champions and actors involved in each effort and the funding sources and resources that support the effort are noted, and the governance and coordination between this effort and any others that may exist are described. The design and implementation of each effort are also described in detail, including information about the planning of the effort; the selection of goals, indicators, and targets; the collection of data; and the ways in which stakeholders were involved. The report describes the state infrastructure that supports the effort, such as staff, computer resources, and training. Where applicable, the report describes the way in which program evaluation links to the RBA effort. Each section also includes information about how each effort is being used; for planning, citizen engagement, programming, budgeting and contracting, and communication. A list of key contacts is provided, and a final section describes in detail the objectives, scope, and methodology of the study. The report includes a table summarizing points of distinction among RBA efforts in the eight states studied. (EV)

ED 434 731   PS 027 934

Schilder, Diane
Aiming for Accountability: Georgia. Reaching Results.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 47p.; Compiled by the Harvard Family Research Project (HFRP) Results-Based Accountability Project. For related documents, see PS 027 933-941.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Case Studies; Program Descriptions; Program Design; Program Development; Program Evaluation; Program Implementation; State Action; *State Programs; *Welfare Services
IDENTIFIERS- Family Resource and Support Programs; *Georgia

Interest is growing in planning and implementing new systems of holding child and family services accountable for results. The Results-Based Accountability (RBA) Project at the Harvard Family Research Project (HFRP) has supported and built upon recent state efforts to develop these new accountability systems for child and family services. The RBA reports, including this case study, are intended to help share insights and experiences in designing and implementing RBA systems. This report on RBA in Georgia begins with a brief overview, which summarizes the key points in the case study. A section of sociodemographic information and information about the state's governance structure directs the reader to unique qualities of the state that have helped to influence its RBA work. A timeline of the most critical events in the design and

Innovative delivery of training and strategies for linking this delivery with family-centered training content also are discussed. The report suggests that through their philosophy and services, CCR&Rs demonstrate many ways of moving families from the margins to the center of child care practice, and through more consistent application of this knowledge to training efforts, providers' practices can be influenced. CCR&R agency profiles are included. Appendices contain survey materials. Contains 37 references. (EV)

ED 434 747   PS 027 950

Coffman, Julia
Making Families Matter at Two-Year Colleges: Training the Early
  Childhood Workforce To Support Families. Families Matter.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 99
NOTE- 72p.; Introduction by Heather Weiss. For related documents in the Families Matter series, see PS 027 943-950. Also supported by the Francis Families Foundation and the F.B. Heron Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Caregivers; *Day Care; Early Childhood Education; Family Involvement; *Family Programs; Parent Participation; Program Descriptions; Program Design; Program Effectiveness; *Training; Training Methods; Training Objectives; *Two Year Colleges
IDENTIFIERS- *Caregiver Training; *Family Resource and Support Programs; Family Support; Parent Caregiver Relationship

The Families Matter series of papers from the Harvard Family Research Project advances the concept of family-centered child care, advocating an approach to early childhood education that addresses the development of the child and family together. Grounded in family support principles, which build on family strengths and work from a community's culture and resources, family-centered child care incorporates positive attitudes about working with parents and practical activities to serve the family. Asserting that a key place to promote widespread use of family support principles and practices is through the child care training system, the papers that make up the series focus on how the child care field trains providers to include family support. This report in the series examines training at 2-year colleges (primarily community colleges) to determine the extent to which training for early childhood professionals incorporates a family focus. Two-year colleges train much of the early childhood workforce, including child care providers, family day care providers, early childhood educators, and family support program personnel. This report outlines findings from a national survey and structured key informant interviews on the early childhood training content and practices at over 350 two-year colleges throughout the nation. The report also offers tools for assessing and strategies for furthering family-focused training at 2-year colleges. The strategies offer colleges a range of options, from minor curriculum changes to larger-scale changes in program structure, for better preparing the early childhood workforce to work with and support families. Appendices contain survey materials, selected resources for family-focused training, and contact information for 2-year colleges cited in the report. Contains 37 references. (EV)

ED 434 748   PS 027 952

Stages; *Infant Behavior; Infant Care; Infants; Parent Child Relationship; Parent Materials; Prenatal Care; Preschool Children; Preschool Education; Toddlers
IDENTIFIERS- Brain Development

This booklet from the Alaska Department of Education describes stages in babies' and young children's growth and development and suggests ways parents can support their children's development process. The information is divided into the following age ranges: (1) prenatal; (2) birth to 4 weeks; (3) 1 to 3 months; (4) 3 to 6 months; (5) 6 to 9 months; (6) 9 to 12 months; (7) 12 to 18 months; (8) 18 to 24 months; (9) 2 to 3 years; (10) 3 to 4 years; and (11) 4 to 5 years. For each age range, a summary paragraph introduces the information, followed by a listing, with explanation, of behaviors parents can expect from their child at that age. Sidebars contain "Tips and Things To Watch For" and "Notes on Brain Development." (EV)

ED 434 766   PS 028 017

Dombey, Henrietta; Formisano, Marina Pascucci
Examining the Notion of Autonomy in the Context of Early Literacy Learning in Four European Countries.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Conference of the European Early Childhood Education Research Association (EECERA) (9th, Helsinki, Finland, September 1-4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Early Childhood Education; *Emergent Literacy; Foreign Countries; *Instructional Innovation; *Learning Processes; *Personal Autonomy; Reading Instruction; Writing Instruction
IDENTIFIERS- England; Greece; Italy; Spain

The thematic network "Early Literacy in Context" is funded by the European Commission to connect four research projects exploring innovative practice in literacy teaching in the United Kingdom, Spain, Italy, and Greece. This paper, written by two of the network's four members, explores the different notions of autonomy in early literacy learning which animate the four different projects. The paper observes that autonomy is not a simple matter where literacy is concerned; differences exist between autonomy of outcome (orthographic autonomy and autonomy of meaning-making) and autonomy in the learning process (autonomy of participation, cognitive autonomy, autonomy of interpretation, autonomy of composition, and autonomy of judgment). Exercise of autonomy at one level may inhibit its development at another. For example, children who are accorded a large measure of autonomy of participation, that is, control over the initiation of activities, may not choose those activities that allow them cognitive autonomy. Consequently, their development of orthographic autonomy may be significantly delayed. The paper concludes by posing a series of questions suggested by comparison of evidence from different countries, challenging a number of axiomatic beliefs about innovative literacy teaching and learning. (EV)

ED 434 767   PS 028 018

Kreider, Holly; Mayer, Ellen; Vaughan, Peggy
Ayudando a los padres a comunicarse mejor con las escuelas (Helping Parents Communicate Better with Schools). Early

implement Schoolwide. Section 2 offers a general overview of Schoolwide, including components and steps to becoming a Schoolwide Program school. Section 3 includes small group activities that reinforce the first two sections; information on meeting the needs of Title 1 populations (including migrants, Native Americans, English language learners) within a Schoolwide Program design; information on Schoolwide programs in specific counties; and a review of the role of S4. Section 4 provides an opportunity to learn about model programs and recommends that workshop planners find local models. An assessment tool allows participants to identify areas of understanding and additional areas to be covered in the future. The appendix provides additional resources to assist presenters in expanding the sessions. (TD)

ED 434 785 RC 022 108

McDiarmid, G. Williamson; Goldsmith, Scott; Killorin, Mary; Sharp, Suzanne; Hild, Carl
Expanding Job Opportunities for Alaska Natives. (Interim Report).
SPONS. AGENCY- Alaska Federation of Natives, Anchorage.
PUB DATE- 98
NOTE- 161p.; Some figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affirmative Action; *Alaska Natives; Economic Development; Educational Needs; Employment Opportunities; *Employment Patterns; *Employment Potential; Employment Practices; Employment Projections; Federal Programs; *Job Development; Job Training; Labor Force; Labor Market; Public Policy; Rural Areas; *Rural Population; State Programs; Unemployment
IDENTIFIERS- *Alaska; Barriers to Participation; *Welfare Reform

A majority of adults in most Alaska Native villages were without jobs in 1990, and the situation was probably not substantially better in 1998. This report summarizes current Alaska Native employment data and employment trends, provides information on public and private programs that target Native hire, and describes promising approaches for increasing Native employment. Part 1 examines the current context of Native employment, including demographic data and projections related to the size and location of the Native labor force; availability of jobs in various sectors and industries; characteristics of Native employment and unemployment; data on nonresident employment; and creation of jobs through the economic multiplier. This section includes 31 data tables and 15 figures. Part 2 discusses the potential effects of welfare reform on Native communities, summarizing changes to welfare and community concerns. Parts 3-5 examine methods used by private businesses, Native regional corporations, and governments to recruit, train, and hire more Natives for existing jobs; the potential of private and government programs to create more jobs for Natives; and barriers to increased employment and strategies for overcoming them. Part 6 describes organizations specifically intended to help improve Alaska Native hire. The conclusion offers nine approaches that seem most promising for increasing Native hire and suggests that rural Alaska Natives may have some advantages in data processing, firefighting and hazardous material crews, and ecotourism. Appendices summarize relevant regulations and list people and organizations contacted. (SU)

ED 434 786 RC 022 109

DESCRIPTORS- High Schools; *Integrated Activities; Life Style; Middle Schools; Quality of Life; Resource Materials; *Science And Society; *Science History; Scientific Enterprise; *Scientific Research; Social Change; Social Problems; *Social Studies; Teaching Guides; Technology; Technology Education; Values

This interdisciplinary guide provides activities, discussion questions, and information to help teachers use the series of five special PBS programs entitled "A Science Odyssey" in the classroom. For each Science Odyssey program, the guide features: (1) an overview of the program; (2) a summary of program contents and story segments; (3) a thematic feature designed to spark student thoughts and interest; (4) several suggested activities and an in-depth investigation related to the program topic. Program titles include: (1) "Matters of Life and Death," which addresses how remarkable breakthroughs in surgery, drugs, and medical technology raise ethical questions and change our assumptions about life and death; (2) "Mysteries of the Universe," which details how twin revolutions in physics and astronomy have transformed our perceptions of the universe; (3) "In Search of Ourselves," which covers our scientific attempts to solve the puzzle of human behavior; (4) "Better, Bigger, Faster," which addresses the ways in which new technologies such as the automobile, synthetic materials, and computers have changed our lifestyles; and (5) "Origins," which addresses the scientific discoveries that have helped explain the origins of our planet and our species. (WRM)

ED 434 805   SE 061 937

Mathematics Curriculum Framework.
PUB DATE- 98
NOTE- 16p.; Contained in ED 431 196.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; *Mathematics Achievement; *Mathematics Curriculum; Mathematics Education; *State Standards
IDENTIFIERS- Connecticut

This document presents the mathematics curriculum framework of the Connecticut State Department of Education. Program goals are presented before the 10 K-12 content standards for mathematics. Each content standard's performance standards are listed separately for grades K-4, 5-8, and 9-12. (ASK)

ED 434 806   SE 062 064

Bell, Jerry A., Ed.; Buccino, Alphonse, Ed.
Seizing Opportunities: Collaborating for Excellence in Teacher Preparation. Forum (Crystal City, VA, March 20-12, 1996) .
PUB DATE- 97
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Knowledge Base for Teaching; Mathematics Education; *Mathematics Teachers; *Partnerships in Education; Science Education; *Science Teachers; Teacher Education; *Teacher Education Programs; Teacher Effectiveness; Teaching Skills

This report is divided into four main parts. (1) "Overview" summarizes the plenary presentations and discussions that set the agenda for the small group discussions by participants, the assessment. (ASK)

ED 434 831 SE 062 902

Kangassalo, Marjatta
PICCO-PROJECT: Past and Future.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the European Early Childhood Education Research Association (EECERA) (Helsinki, Finland, September 1-4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Astronomy; *Computer Uses in Education; *Concept Formation; Foreign Countries; Learning; Primary Education; *Science Education

This paper describes the PICCO (PICtorial-COmputer) project the aim of which has been to study the development of the children's conceptual models and exploration strategies in the PICCO environment. The phenomenon, which was selected for the pictorial computer simulation, PICCO, was the variations of sunlight and the heat of the sun as experienced on earth related to the positions of the Earth and the Sun in space. The research experiments carried out in school and in day care centers, has found that children's exploration of the selected phenomenon using PICCO has supported the formation of children's conceptual models of the phenomenon in the direction of the currently accepted scientific knowledge. The results were discovered both in the situations where children explored the phenomenon using PICCO spontaneously without teaching and at school where children were taught at the same time about these phenomena. The new research is important because the earlier results brought out challenging and new findings especially concerning conceptual change in children's conceptual models of the astronomical phenomena. Future research will compare results especially with the theoretical model described in the author's earlier research and will take into account new aspects and perspectives. The PICCO project generates important theoretical knowledge for children's explorative learning, which is one of the most important skills for efficient lifelong learning. (Contains 22 references.) (Author)

ED 434 832 SE 062 906

Yarborough, Harvey
Algebra with a Discovery Approach.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Active Learning; *Algebra; College Mathematics; *Discovery Learning; Higher Education; Mathematics Activities; Mathematics Instruction; *Teaching Methods

This paper discusses a pedagogical technique called the discovery approach in teaching remedial and college algebra. Examples of how to introduce and enhance some algebra topics using this approach in mathematics classrooms are illustrated. It is argued that student performance would improve if more topics were presented in a discovery fashion. (ASK)

(India).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 34p.; Colored photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Cultural Context; Curriculum Enrichment; Educational Benefits; Foreign Countries; Global Education; *Personal Narratives; Secondary Education; Social Studies; World Wide Web
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Historical Background; *India

This lesson on India was developed based on an Internet Indian diary. The lesson describes visits and experiences in Delhi, Khajuraho, Varanasi, Bombay, Ahmedabad, Calcutta, Madras, Jaipur, and Agra. It also provides a series of "virtual field trips" ("Love and Marriage"; "Sacred Places"; and "Solving a Community Problem through Education"). Each field trip presents a rationale; provides a background/historical context; lists central elements; and gives student outcomes, including assignments, activities, and evaluation criteria. (BT)

ED 434 854 SO 030 840

Social Security & You.
PUB DATE- 97
NOTE- 149p.; Accompanying 25-minute videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Disabilities; Economics; *Government Role; High Schools; *Money Management; *Retirement Benefits; Social Studies; *Taxes; United States Government (Course); Videotape Recordings; *Wages
IDENTIFIERS- Financial Planning; Historical Background; Medicare; *Social Security; *Social Security Benefits; Social Security Student Benefits Program; Survivors

This set of materials for high school students explains the Social Security system. It consists of five lessons and an overview lesson that may be taught separately. To support the lessons, a videotape, fact sheets, student handouts, and quizzes are included. Handouts are in large print and are suitable for use as black line masters for transparencies or overhead projectors. Lessons are titled: (1) "Toward the General Welfare: Social Security from the Depression to Today"; (2) "What Makes Social Security Work? The Basic Principles Underlying the Program"; (3) "Will Social Security Be There When I'm Ready To Retire? How the Program Is Financed To Pay Benefits Now and in the Future"; (4) "Who Can Get Social Security Benefits and How? Social Security Is More Than Retirement"; and (5) "Using Social Security in Planning for the Future: Social Security as a Financial Planning Tool." The overview lesson also includes suggested teaching strategies. (Contains selected general references and separate references for each lesson.) (BT)

ED 434 855 SO 030 850

Altman, Leslie J.

Trimble, Susan; Case, Tom
Refocusing Teacher Education: 21st Century Teacher Competencies and Related Factors.
PUB DATE- 99
NOTE- 10p.; Paper presented at the World Future Society (Washington, DC, July 30, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; College School Cooperation; Computer Uses in Education; Computers; Educational Change; Educational Technology; Elementary Secondary Education; Higher Education; *Information Technology; *Interpersonal Competence; *Knowledge Base for Teaching; Partnerships in Education; *Preservice Teacher Education; *Teacher Competencies; Teaching Skills

Advances in information technology have introduced fundamental changes in business structures and work processes. These changes demand the development of new educational approaches that integrate the thinking of business and teacher education as a foundation for building teachers' skills to prepare their students for life and work in these organizations. This paper consists of four sections: (1) the 21st century teacher competencies that relate to people skills of negotiating, networking, creating, and sustaining both short- and long-term working relationships across cultures and functions, and task skills of designing group technology-based projects, data-driven analyses and problem solving, and keeping current skills in ways of thinking, learning, and dealing with change, copious amounts of data, and new technologies; (2) instructional best practices that foster group work, decision-making, project learning, and appropriate technology; (3) the changes needed in university infrastructures to enable teacher education to implement new instructional practices (i.e., adjusting internal load/rewards to promote faculty collaboration, specialized independent work units, university/school/business partnerships, and outcome-oriented evaluation criteria); and (4) components of teacher education programs that prepare teachers for the realities of life in the 21st century. (Contains 19 suggested readings.) (Author/SM)

ED 434 876   SP 038 810

Wolfson, Rona
Developing a Network To Support Candidates through the Process of Certification by the National Board for Professional Teaching Standards.
PUB DATE- 99
NOTE- 57p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Elementary Secondary Education; *Mentors; *National Standards; Practicums; Program Development; *Teacher Certification; *Teacher Competencies; Teachers; Teaching Skills
IDENTIFIERS- *National Board for Professional Teaching Standards

This paper describes the development of a practicum designed to recruit and support teacher candidates from one district through the National Board for Professional Teaching Standards Certification. Potential candidates had been isolated in their pursuit of certification because there were no support groups, courses, or manuals specifically developed for them. The practicum was designed to organize the district's National hidden curriculum of peer interaction and school activities. Often teachers who make independent choices to discuss this controversial issue are presumed homosexual and thereby at risk of job loss. There is no evidence that explicit sex education leads to increased sexual behavior, but teachers do not get much latitude to teach about sexuality. Questions of sex, gender, and homosexual identity can fit into elementary curriculum in many places. Many recent curricula emphasize respect and tolerance for diversity. The mini-society of elementary classrooms becomes more inclusive when all members respectfully interact with diverse individuals and unfamiliar ideas. (Contains 44 references.) (SM)

ED 434 894   SP 038 829

Lin, Sunny S. J.
Looking for the Prototype of Teaching Expertise: An Initial Attempt in Taiwan.
SPONS. AGENCY- Taiwan National Science Council, Taipei.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; Foreign Countries; Higher Education; *Knowledge Base for Teaching; Mathematics Education; *Mathematics Teachers; Preservice Teacher Education; Student Teachers; *Teaching Experience; *Teaching Skills
IDENTIFIERS- Taiwan; *Teacher Knowledge

This study followed Sternberg and Horvath's (1995) prototype view to sketch a teaching expertise schema as the hypothetical model. An interview of 13 novice, beginning, and expert teachers was used to examine the adequacy of the model. The participants were asked to comment on slides of classroom events. Their think-out-loud protocols were coded using two coding systems (knowledge domains and levels of processing). Then, their active pedagogical knowledge was drawn for further content analysis using quantitative and qualitative methods. Results indicated the appropriateness of the hypothetical model to treat experts' knowledge as the prototype of teacher expertise. However, significant differences existed between novice, beginning, and expert teachers' knowledge, so some modifications (e.g., fuzzy nature, knowledge element features, weights of subdomains, and knowledge organization) were recommended. Expert teachers possessed more knowledge than beginning and novice teachers. (Contains 26 references.) (Author/SM)

ED 434 895   SP 038 830

Presseisen, Barbara Z., Ed.
Teaching for Intelligence I: A Collection of Articles.
PUB DATE- 99
NOTE- 400p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Child Development; *Diversity (Student); Educational Change; *Educational Environment; Educational Research; Elementary Secondary Education; Equal Education;

(SLD)

ED 434 914 TM 030 143

ACT Assessment 1999 Results. National. Summary Report.
PUB DATE- 99
NOTE- 12p.; For the 1998 report, see ED 424 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; College Bound Students; *College Entrance Examinations; *Core Curriculum; Course Selection (Students); Ethnic Groups; *High School Students; High Schools; Higher Education; Minority Groups; *Racial Differences; Scores; Tables (Data); *Test Results
IDENTIFIERS- *ACT Assessment

This report provides information about the performance of 1998 graduating seniors nationwide in the United States who took the ACT Assessment as sophomores, juniors, or seniors. Caution in applying these results is advised because these ACT-tested seniors may not be representative of the total population of graduating seniors. Information is provided according to the level of high school course work completed. Average scores are reported for students who reported completing a core high school program of recommended courses and for students who did not complete a core program. In general, students who completed a core program tended to earn higher average scores (average composite score of 22.0) than students who did not complete core courses (average composite score of 19.1). This association holds true across racial and ethnic groups. Tables present trends in ACT composite scores for all students and for ethnic groups. (Contains seven tables.) (SLD)

ED 434 915 TM 030 144

ACT Average Composite Scores by State, 1999 ACT Tested Graduates.
PUB DATE- 99
NOTE- 5p.; For the 1998 report, see ED 424 306.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Entrance Examinations; *Core Curriculum; Course Selection (Students); *High School Graduates; High Schools; Scores; *State Norms; *Test Results
IDENTIFIERS- *ACT Assessment; *Composite Scores

A chart presents average composite scores on the ACT Assessment by state for 1999 ACT-tested high school graduates. The states are listed in alphabetical order, with the percentage of total graduates tested and the average composite score listed for each state. Also included are the average scores of students who completed the recommended high school core curriculum, average scores of students who have not completed the core curriculum, and average scores of students for whom no course completion data were available. The percentage of students tested varied among the states with as few as 3% of students taking the ACT in three states and as many as 82% of Mississippi students taking the assessment. In Vermont, the average composite score of 22.9 was the highest in the United States. In the District of Columbia, the average score of 18.6 was the lowest in the country. A cautionary note indicates that the list of average scores should not be used for explicit or implicit ranking of the educational systems of the various states because the students taking the ACT may not represent

Curriculum Mathematics Testing" (Barry Cooper and Mairead Dunne); and (20) "Securing Conceptual Development in Workplaces" (Stephen Billett and Judy Rose). Each chapter contains references. (Contains 12 tables and 15 figures.) (SLD)

ED 434 937 TM 030 190

Brown, Genevieve; Irby, Beverly J.
The Principal Portfolio.
PUB DATE- 97
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Administration; Elementary Secondary Education; *Portfolio Assessment; *Principals; *Problem Solving; *Professional Development

This book offers principals hands-on, practical advice on how to develop and use the principal portfolio to improve their performance and assist in transforming their schools. Chapter 1 describes the concept of the principal portfolio and why it is needed. Chapter 2 provides an overview of what should be included in the principal portfolio. Chapter 3 focuses on professional growth and explains how to develop reflective practice. Chapter 4 discusses the principal portfolio for evaluation. Chapter 5 specifies how to develop and use the principal portfolio in career advancement. A discussion of portfolio uses is included as a resource item. (Contains 15 figures and 36 references.) (SLD)

ED 434 938 TM 030 191

Griggs, G. Steven
Assessing and Training Secondary School Administrators: A Practical Workbook for Selecting Candidates and Developing Their Skills after They're on Board.
PUB DATE- 00
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrators; Decision Making; *Educational Administration; Educational Practices; Educational Theories; Evaluation Methods; *Personnel Selection; *Secondary Education; *Training
IDENTIFIERS- *In Basket Simulation; *Scenarios

This book is designed to help new or aspiring secondary school administrators to go beyond theory and into practice to successfully face the many situations that administrators encounter on a daily basis. It can also be used to assess the preparedness of entry-level administrative candidates. The first section of the book contains evaluation and assessment forms, including a problem-solving action response form that the administrator or candidate can use to respond to each of the mail basket or scenario items presented in the second and third sections of the book. The second section contains 25 mail basket items, representative of items an administrator could expect to find in incoming mail over a period of time. The

This policy brief presents an in-depth look at the dropout issue in Texas in the context of 1986 state legislation that mandated that the schools and state education agency ensure that at least 95 % of Texas youth complete high school. Findings from a study by the Intercultural Development Research Association (IDRA), using a high school attrition formula and the review and analysis of secondary data, suggested that 86,000 students had not graduated from Texas public high schools that year. By 1998, the estimated cumulative number of dropouts was much higher, at more than 1.2 million, and study findings show that 43% of the 1993-94 freshmen class did not graduate in what should have been their senior year. The costs to the state in foregone income, lost tax revenue, and direct costs of the criminal justice and welfare systems have been enormous. The student attrition rate was highest in major urban districts (51%) and lowest in rural districts (28%). Racial and ethnic minority group students were more likely to be lost from public school enrollment than were White nonHispanic students. The Texas Education Agency has reported much lower dropout rates, suggesting that in 1996-97, only 9.1% (estimated longitudinal rate) did not graduate. One of the recommendations coming from this study is that state and district dropout reporting be made more accurate. Other recommendations center on modifying definitions and policy requirements to reflect the realities of the situation, and establishing monitoring, reporting, and prevention activities at the local school district level. (Contains 17 references.) (SLD)

ED 434 960 UD 033 133

McCollum, Pam
Lessons Learned, Lessons Shared: Texas Immigrant Education Collaborative.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, NY.
PUB DATE- 98
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- High Schools; *Hispanic Americans; *Immigrants; Middle Schools; Program Effectiveness; Program Evaluation; Public Schools; Teacher Role
IDENTIFIERS- Texas

This monograph shares the lessons learned from participation in the Intercultural Development Research Association's Texas Immigrant Education Collaborative (TIEC) project in two sites: a middle school in Houston with an international immigrant student population and a border high school in El Paso with a primarily homogenous Mexican immigrant population. Data came from field notes and interviews with students, teachers, parents, and administrators. Part 1 of the monograph is a primer on immigrant education that discusses related basic issues. Part 2 presents a broad discussion of the lessons learned from participation in the TIEC project. In part 3, selected TIEC initiatives are described with details about how each lesson was learned. In most cases, the teachers in program schools had good ideas about what they wanted to do to improve students' education. What they lacked was time to interact and a forum to build advocacy for immigrant students. Five appendixes contain information about immigrant students' rights to attend public schools, a list of organizations devoted to immigrant issues, lists of immigrant education and Internet resources, and a glossary of terms related to immigrant education. (Contains 2 tables, 2 figures, and 48 references.)

County, Oregon, and present a sample offender disposition from Deschutes County. (SLD)

ED 434 982 UD 033 159

McNamara, Barry E.; McNamara, Francine J.
Keys to Dealing with Bullies. Barron's Parenting Keys.
PUB DATE- 97
NOTE- 138p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Aggression; *Behavior Change; *Bullying; Elementary Secondary Education; Parent Participation; *Parent Role; Victims of Crime; Violence

This guide offers parents practical advice on dealing with bullies. It contains suggestions for the parents of victims and the parents of bullies. Part 6 deals with schools and what parents can do to get schools involved in this important issue. The full six parts are: (1) "Bullying: An Overview"; (2) "Victims"; (3) "Bullies"; (4) "What You Can Do If Your Child Is a Victim"; (5) "What You Can Do If Your Child Is a Bully"; and (6) "What Schools Can Do about Bullying." Four appendixes list types of behavior reinforcers and resources for parents, children, and schools. (SLD)

ED 434 983 UD 033 160

Wipe Out Vandalism and Graffiti.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Information Dissemination; *Prevention; Program Development; Program Implementation; Secondary Education; *Vandalism; Youth Programs
IDENTIFIERS- *Graffiti

This guide discusses starting a project to prevent vandalism and graffiti. It tells students how to get started on a project and suggests some activities young people could organize. These steps are outlined: (1) choose a project; (2) identify resources and make a plan; and (3) recruit and train volunteers. Educating the public is an important part of any project to prevent or reduce vandalism and graffiti. Keeping a project going requires commitment and attention to costs. A final step is evaluating the project so that organizers can know if it has met its goals and can determine how to improve project implementation. (SLD)

ED 434 984 UD 033 161

Hunt, Gilbert H.; Touzel, Timothy J.; Wiseman, Dennis G.
Effective Teaching: Preparation and Implementation. Third Edition.
PUB DATE- 99
NOTE- 254p.
LANGUAGE- English

implementation of RBA efforts is included, along with a list of the key terms and concepts used in the state. Each separate RBA effort is described in detail, including its history and impetus, those who initially sponsored the effort, and the legal mechanism behind the effort. In addition, the early champions and actors involved in each effort and the funding sources and resources that support the effort are noted, and the governance and coordination between this effort and any others that may exist are described. The design and implementation of each effort are also described in detail, including information about the planning of the effort; the selection of goals, indicators, and targets; the collection of data; and the ways in which stakeholders were involved. The report describes the state infrastructure that supports the effort, such as staff, computer resources, and training. Where applicable, the report describes the way in which program evaluation links to the RBA effort. Each section also includes information about how each effort is being used; the uses include planning, citizen engagement, programming, budgeting and contracting, and communication. A list of key contacts is provided, and a final section describes in detail the objectives, scope, and methodology of the study. The report includes a table summarizing points of distinction among RBA efforts in the eight states studied. (EV)

ED 434 732 PS 027 935

Little, Priscilla
Aiming for Accountability: Iowa. Reaching Results.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 39p.; Compiled by the Harvard Family Research Project (HFRP) Results-Based Accountability Project. For related documents, see PS 027 933-941.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Case Studies; Program Descriptions; Program Design; Program Development; Program Evaluation; Program Implementation; State Action; *State Programs; *Welfare Services
IDENTIFIERS- Family Resource and Support Programs; *Iowa

Interest is growing in planning and implementing new systems of holding child and family services accountable for results. The Results-Based Accountability (RBA) Project at the Harvard Family Research Project (HFRP) has supported and built upon recent state efforts to develop these new accountability systems for child and family services. The RBA reports, including this case study, are intended to help share insights and experiences in designing and implementing RBA systems. This report on RBA in Iowa begins with a brief overview, which summarizes the key points in the case study. A section of sociodemographic information and information about the state's governance structure directs the reader to unique qualities of the state that have helped to influence its RBA work. A timeline of the most critical events in the design and implementation of RBA efforts is included, along with a list of the key terms and concepts used in the state. Each separate RBA effort is described in detail, including its history and impetus, those who initially sponsored the effort, and the legal mechanism behind the effort. In addition, the early champions and actors involved in each effort and the funding sources and resources that support the effort are noted, and

Rodgers, Brigitte; Hiatt-Michael, Diana
New Head Start Directors Perception about Preparedness for Their Job Responsibilities.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Education; *Administrator Responsibility; *Administrators; Day Care Centers; Management Development; Needs Assessment; On The Job Training; Preschool Education; Professional Continuing Education; Professional Training; *Work Attitudes
IDENTIFIERS- *Project Head Start; *Training Needs

This study examined the extent to which new Head Start directors participated in education and training activities to prepare for professional practice. Surveys were mailed to 110 new directors; telephone interviews were conducted with 53 of these directors. Responses indicated that: (1) each director was responsible for an average of 69 staff, 150 children, and a budget of more than $1.5 million; (2) fewer than 10 percent reported being prepared for their job responsibilities; (3) 51 percent of the subjects had not participated in any management training or educational activities; (4) more than 58 percent had earned college degrees in fields unrelated to early childhood education, education administration, or business management; (5) directors wanted training in (and found these topics the most troublesome) administration (83 percent), non-profit law (73 percent), and fiscal management (75 percent); (6) 84 percent of respondents preferred workshops and 69 percent preferred mentoring as delivery vehicles; and (7) for help in preparing for the job, more than 72 percent identified on-the-job training, 18 percent reported professional development, and more than 10 percent reported academic coursework. Overall, directors reported initial self-confidence eroding under the onslaught of overwhelming responsibilities, recognition that responsibilities were greater than education and training received, and feeling overwhelmed by unexpected urgencies of the job. Recommendations based on these findings included: (1) establishing a task force to examine the "real" academic and training needs of directors; and (2) conducting a national study to examine the content of the Administration in Early Childhood Education course. (Contains 87 references.) (DLH)

ED 434 749   PS 027 968

Evans, Robert
Changing Families Changing Schools.
PUB DATE- 98
NOTE- 13p.; This article previously appeared in a slightly different form as an article in the serial "Independent School"; Winter 1998.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Child Development; Educational Change; Educational Philosophy; Elementary Secondary Education; Family School Relationship; Institutional Mission; Parent

Childhood Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.; For English version, see PS 027 531.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; Interpersonal Communication; Parent Materials; *Parent Participation; Parent Role; *Parent School Relationship; *Parent Teacher Cooperation; *Parents; Teacher Role
IDENTIFIERS- ERIC Digests

Based on information from the School Transition Study, sponsored by the MacArthur Network on Successful Pathways through Middle Childhood, this Spanish-language Early Childhood Digest focuses on enhancing communication between parents and the school. The digest discusses the importance of parents' level of comfort at school and in talking to teachers, and provides examples for ways parents have become more comfortable and confident. Also described are ways parents can communicate with the school without visiting the school. The digest discusses difficulties in communication when parents speak languages different from that of the teachers, have different backgrounds, or have lived in the United States for only a short time, and provides suggestions for improving communication in these situations. The digest notes the importance of parents from backgrounds different from that of the teacher sharing their views with the school in order to help the teacher understand their child. The digest concludes by noting that teachers need to know about the child's life outside of school in order to do their jobs better and that parents need to find a way to communicate with their children's teachers what is right for them. (EV)

ED 434 768 PS 028 020

The Evaluation Exchange: Emerging Strategies in Evaluating Child and Family Services, 1998.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Annie E. Casey Foundation, Baltimore, MD.; Hitachi Foundation, Washington, DC.; Ewing Marion Kauffman Foundation, Kansas City, MO.
PUB DATE- 98
NOTE- 52p.; Also supported by the Council for Excellence in Government and the F. B. Heron Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Welfare; *Evaluation Methods; Evaluation Needs; Evaluation Problems; *Evaluation Research; Evaluation Utilization; *Family Programs; Program Effectiveness; Program Evaluation; Self Evaluation (Groups); Theory Practice Relationship; Welfare Services
IDENTIFIERS- *Family Resource and Support Programs

This document is comprised of the 1998 issues (issues 3 and 4 are combined) of a quarterly newsletter produced by the Harvard Family Research Project to share new ideas and experiences in evaluating systems reform and comprehensive child and family services. Regular columns include: "From the Director's Desk," "Theory and Practice," "Questions and Answers," "Promising Practices," "Beyond Basic Training," and "Evaluations To

Connecting Rural School Improvement and Community Development.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Development; Elementary Secondary Education; Entrepreneurship; Partnerships in Education; *Rural Areas; Rural Development; Rural Education; *Rural Schools; *School Community Programs; School Community Relationship; Service Learning; *Team Training
IDENTIFIERS- *Capacity Building

This is the first of a series of issue papers that discuss ways in which rural communities and schools can work together to guarantee their students the best education possible. By working together, rural schools and communities can not only improve education, but revitalize the entire community. The Southwest Educational Development Laboratory is helping to establish partnerships in its region through the Rural Development Collaborative Action Team project (RD-CAT) which links school and community development using two strategies. These strategies include building local capacity to work in school and community teams through the CAT process and working with these local teams to plan and carry out activities such as service learning and entrepreneurial training that link school instructional programs and community development projects. CAT's three-dimensional approach employs team building, team planning, and momentum generation. Service learning and entrepreneurial activities teach students valuable skills, connect students to their community, and provide useful services to the community. The RD-CAT in Balmorhea, Texas, illustrates what can happen when the school and community join forces. Sixteen programs have been planned or started, including a successful school-based rural health clinic and a school-based community weather station used for science classes. Accomplishments of other school-community programs in Alabama, Idaho, Minnesota, Nebraska, and North Carolina are briefly described. (CDS)

ED 434 787   RC 022 111

Manke, Mary Phillips
Liberatory Education: Myles Horton's "American" Model.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Audiences; Change Agents; *Discourse Modes; *Educational Philosophy; *Popular Education; Progressive Education; Rural Education; Social Action
IDENTIFIERS- Appalachia; Communication Styles; *Freire (Paulo); Highlander Folk School TN; *Horton (Myles)

The essence of the politics of language is the choice of audience. This paper analyzes politics of language and choice focus of which are on the formation of a good teacher--what teachers must know and be able to do, and how collaborative programs based in universities must be designed to prepare them. (2) "Responses for Action" is a synthesis of the small group discussions throughout the forum as well as the final reporting session. (3) "Small Group Reports" is an abbreviated version of the final reporting session and discussion. (4) "Text of Presentations" consists of edited versions of the plenary presentations and discussant responses. Appendices providing references to reports, books, documents, and other resources mentioned in this report, and listings of the forum participants and institutions represented are also included. (CCM)

ED 434 807   SE 062 609

Water Wisdom: 23 Stand-Alone Activities on Water Supply and Water Conservation for High School Students. 2nd Edition.
PUB DATE- 96
NOTE- 210p.; Developed in conjunction with the Writing Company and Maplewood Educational Consultants. Some pages contain filled-in print and are printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Ecology; Environmental Education; High Schools; Problem Solving; *Science Activities; *Science and Society; Science Instruction; *Science Process Skills; Scientific Concepts; *Water Pollution; Water Quality; *Water Resources; Water Treatment
IDENTIFIERS- *Massachusetts

This water conservation education program for high schools consists of both stand-alone activities and teacher support materials. Lessons are divided into six broad categories: (1) The Water Cycle; (2) Water and Society; (3) Keeping Water Pure; (4) Visualizing Volumes; (5) The Economics of Water Use; and (6) Domestic Water Conservation. The seventh section, "Auditing Your School," entails a comprehensive water audit of the school building itself. Additional activity ideas, articles and readings, a collection of dilemmas for class discussion and independent research, recommended films, a bibliography of water in literature, a reference guide, and a glossary are also included. (WRM)

ED 434 808   SE 062 711

Mullis, Ina V. S.
Attaining Excellence: TIMSS as a Starting Point To Examine Mathematics Assessments. An In-Depth Look at Geometry and Algebra.
PUB DATE- 96
NOTE- 125p.; "With contributions by: Chancey O. Jones, Dana L. Kelly, Michael O. Martin." Published both separately and as a component of "Attaining Excellence: A TIMSS Resource Kit."
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; *Comparative Education; *Cross Cultural Studies; Foreign Countries; *Geometry; Grade 8; Junior High Schools; *Mathematics Achievement; Mathematics Education; National Surveys
IDENTIFIERS- *National Assessment of Educational Progress; *Third International Mathematics and Science Study

ED 434 833   SE 062 922

Huba, Jeanne C.; Crow, Tracy L.
Human Growth: Guide to a Healthier You. A Middle School Science Curriculum. Instructor's Manual.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, MD.
PUB DATE- 98
NOTE- 227p.; Accompanying interactive CD-ROM is not available from EDRS and should be obtained directly from ERIC/CSMEE.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Anatomy; Biology; Body Composition; Body Height; Elementary Secondary Education; *Exercise; Genetics; Health Education; *Health Promotion; Heredity; *Human Body; Individual Development; Integrated Activities; *Nutrition; Physical Fitness; Physiology; Problem Solving; *Science Activities; Science Process Skills; Scientific Methodology; Skeletal System; Teaching Guides

This instructor's manual contains information and activities related to human growth processes. The curriculum focuses on choices students can make for a healthy lifestyle and is based on the most up-to-date research about human growth and development. Students generate and test their hypotheses throughout each of five modules which include Anthropometry (skeletal measurement and growth), Bone Chemistry and Composition, Nutrition, Exercise Physiology, and Genetics. The modules include hands-on activities for grades 5-9 and can be taught independently or in conjunction with an established curriculum. Teacher information sheets and assessment ideas are also presented. The Human Growth curriculum requires students to integrate skills in science, mathematics, health, reading, and writing. Throughout the modules, activities such as data collection, graphing, measurement, general scientific inquiry, and composition of lab reports based on student-generated data are used to help students engage in solving various problems. Students can work individually, in small groups, or as a class during the various activities. An accompanying CD-ROM contains information and activities related to human growth processes. (WRM)

ED 434 834   SE 062 923

Zeidler, Dana L.
Dancing with Maggots and Saints: Past and Future Visions for Subject Matter Knowledge, Pedagogical Knowledge, and Pedagogical Content Knowledge in Science Teacher Education Reform.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the Southeastern Association for Teachers in Science (1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Programs; Educational Change; Educational Cooperation; *Educational History; Educational Philosophy; Educational Practices; Epistemology; Higher Education; *Knowledge Base for Teaching; *Pedagogical Content Knowledge; Science Education; *Teacher Education

Contemporary World Classics in Literature and Film. Fall, 1998. Fulbright-Hays Summer Seminars Abroad 1998 (India).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; *Authors; Course Descriptions; Cultural Context; *Film Study; Foreign Countries; Global Education; High Schools; *Literature Appreciation; Non Western Civilization; Social Studies; Student Research; *World Literature; Writing Assignments
IDENTIFIERS- *Contemporary Literature; Film Viewing; Fulbright Hays Seminars Abroad Program; *India; Mukherjee (Bharati); Rushdie (Salman)

This packet includes the syllabus of a trimester-long senior elective course on India, designed to begin with two writers of Indian descent, Salman Rushdie and Bharati Mukherjee. The packet contains the daily assignments for the first half of the trimester, which include all of the reading assignments from Rushdie and Mukherjee, as well as the guide for viewing "Salaam Bombay!" an Indian film. It also contains a handout detailing an approach to a Rushdie short story, "Yorick," and two handouts for in-class writing assignments on Rushdie. Additional handouts in the packet are a reprint on the English of India from "The New York Times" magazine, a review of "East West" from "The New Yorker," and an article by Rushdie, also from "The New Yorker." A handout describing a student research project also is included. (BT)

ED 434 856 SO 030 862

Richardson, Scott
Service Learning Teacher Training Manual. A Guide for Trainers To Help Teachers Use Service Learning within the Curriculum.
PUB DATE- 96
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Active Learning; Citizenship Education; Instructional Improvement; Middle Schools; *Professional Development; Relevance (Education); Secondary Education; *Service Learning; Social Studies; *Student Participation; *Teacher Role
IDENTIFIERS- Reflective Practice

Designed for teachers who view service learning as a teaching strategy to improve instruction, this guide assumes that participants in the training are teachers who will use service learning to help their students achieve the objectives of the school curriculum. Some of the training sessions, such as reflection and defining service learning, may be useful for non-school-based programs as well. Most of the guide, however, is shaped by the belief that service learning is "good education." Service learning is as an experiential teaching strategy with an ultimate aim of promoting student understanding of established content, concepts, and skills. Intended to help teachers add service learning to their repertoire of instructional methods, the guide outlines 10 training sessions

Board Certified teachers and the candidates so that equitable services were available to all. A Candidate Support Network was established. The Human Resources Development Department assigned candidates to mentors and then gathered and distributed resource material for all mentors to share with their candidates. Candidates met with their mentors in small groups and individual sessions. All mentors provided guidance and assistance by reading candidates' entries, reviewing videotapes, and giving feedback. Data analysis revealed that candidates who pursued National Board Certification reported that the Candidate Support Network effectively provided assistance which enabled them to complete the portfolio portion of their certification requirements. Mentors provided valuable guidance and support in study groups and individual conferences. The data showed that candidates who had a mentor who was certified in their area had more positive feedback about the Network than did those whose mentors were certified in other areas. (Contains 36 references and 3 appendices.) (SM)

ED 434 877 SP 038 811

Frank, Carolyn
Ethnographic Eyes: A Teacher's Guide to Classroom Observation.
PUB DATE- 99
NOTE- 111p.; "Foreword by Judith L. Green & Carol N. Dixon."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- *Action Research; Case Studies; Classroom Observation Techniques; Cultural Awareness; Diversity (Student); Elementary Secondary Education; *Ethnography; Higher Education; Preservice Teacher Education; Reflective Teaching; Research Methodology; Student Teacher Attitudes; Student Teachers; *Teacher Researchers

This book extends ethnography beyond the work of university researchers to include classroom teachers, student teachers, and teacher educators. It provides ways for student teachers and others to develop lenses for seeing the patterns and practices of life within classrooms. The book describes how developing "ethnographic eyes" can help student teachers understand the importance of suspending judgment so that they can learn how to see learning in the actions of members, to acquire insider knowledge of teaching and learning processes in different classroom sites, and to act in professionally competent ways. It demonstrates how ethnography can help teachers to see beneath the surface of classroom life, gain new understandings of diversity, and recognize that difference can be a resource for community building. The book explains how to record, analyze, and represent the particular kind of classroom culture that is being created. It also discusses how an ethnographic perspective can help teachers expand their cultural perspective and reflect critically on their practice. The eight chapters include: (1) "An Ethnographic Perspective"; (2) "The Neighborhood Map"; (3) "Ethnographic Interviews for Teachers"; (4) "Making it Explicit"; (5) "Ethnographic Case Studies"; (6) "Reflective Practice through Ethnography"; (7) "Classroom Observations"; and (8) "Culture and Consciousness." (Contains 65 references and an index.) (SM)

ED 434 878 SP 038 812

*Intellectual Development; *Intelligence; Multiple Intelligences; Portfolios (Background Materials); Preschool Children; Preschool Education; Reading Instruction; Student Evaluation; Students; Teachers; Teaching Methods; *Thinking Skills

This collection of articles offers theories and thoughts presented at the 1998 Teaching for Intelligence Conference. They highlight a wide and diverse range of views on pedagogy, achievement, and the state of education. Section 1, "The Need for Intelligence in Schooling," includes "On the Habit of Informed Skepticism" (Theodore R. Sizer); "Narratives of the Educative Surround" (John I. Goodlad); "Truth, Beauty, and Goodness: Education for All Human Beings" (John Brockman interviews Howard Gardner); "Art, Imagination, and School Renewal" (Maxine Greene); and "Schools Should Nurture Wisdom" (Robert J. Sternberg). Section 2, "The Intelligent Learner," includes "Teacher Learning That Supports Student Learning" (Linda Darling-Hammond); "Did You Ask a Good Question Today?" (John Barell); "The Misunderstood Role of the Arts in Human Development" (Elliot W. Eisner); "What Really Matters in Teaching Children to Read" (Richard L. Allington); "A National Reading Test for Fourth Graders" (Clifford Hill); "The Professional Growth Portfolio" (Kay Burke); and "Conditions that Support Transfer for Change" (Valerie Hastings Moye). Section 3, "Instruction for Intelligence," includes "Teaching for Intelligence: The Intellectual Life of Schools" (Robert R. Spillane); "The Intelligence-Friendly Classroom: It Just Makes Sense" (Robin Fogarty); "Teaching for Intelligence: In Search of Best Practices" (James Bellanca); "Advances in Research on Instruction" (Barak Rosenshine); "Mediative Environments: Creating Conditions for Intellectual Growth" (Arthur L. Costa); "Differentiating Instruction in the Classroom: Tapping into the Intelligence of Every Learner" (Dorothy S. Strickland); "Teaching for Intelligence: Parameters for Change" (Eric J. Cooper and Daniel U. Levine); and "Considerations in Introducing Instructional Interventions" (Daniel U. Levine and Rayna F. Levine). Section 4, "Special Concerns of Teaching for Intelligence," includes "Working with Kids Like Mario" (Jonathan Kozol); "Challenging Preschool Education: Meeting the Intellectual Needs of All Children" (Herbert P. Ginsburg); "Mediation of Cognitive Competencies for Students in Need" (Meir Ben-Hur); "Infusing Higher Order Thinking into Science and Language Arts" (Joyce Van Tassel-Baska); "A Practical Approach for Developing the Gifts and Talents of All Students" (Joseph S. Renzulli); and "Creating the Climate and Conditions for Children to Learn" (James P. Comer). (SM)

ED 434 896   SP 038 831

Burant, Theresa J.
Perspectives on a Reconceptualized Early Field Experience in an Urban School.
PUB DATE- 99
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Diversity (Student); Elementary Education; *Field Experience Programs; Higher Education; Middle Schools; Practicums; *Preservice Teacher Education; Student Teacher Attitudes; Student Teachers; Student Teaching; *Urban

the state's graduates. (SLD)

ED 434 916 TM 030 151

Kieffer, Kevin M.; Thompson, Bruce
Interpreting Statistical Significance Test Results: A Proposed New "What If" Method.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; *Sample Size; *Statistical Significance; *Test Interpretation
IDENTIFIERS- *P Values

As the 1994 publication manual of the American Psychological Association emphasized, "p" values are affected by sample size. As a result, it can be helpful to interpret the results of statistical significant tests in a sample size context by conducting so-called "what if" analyses. However, these methods can be inaccurate unless "corrected" effect sizes are used. This paper proposes a new method by which "what if" analyses can be conducted using estimated true population effects. Two appendixes contain EXCEL spreadsheet commands for previous "what if" methods and the present method. (Contains 4 tables and 48 references.) (Author/SLD)

ED 434 917 TM 030 152

Noble, Julie; Davenport, Mark; Schiel, Jeff; Pommerich, Mary
Relationships between the Noncognitive Characteristics, High School Course Work and Grades, and Test Scores of ACT-Tested Students. ACT Research Report 99-4.
PUB DATE- 99
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *College Entrance Examinations; *Course Selection (Students); Educational Environment; Grades (Scholastic); *High School Students; High Schools; Performance Factors; Scores; *Student Characteristics; Student Surveys; *Test Results
IDENTIFIERS- *ACT Assessment

This study examined the relationships between students' noncognitive characteristics and their performance on the ACT Assessment. Of particular interest were the contributions of these noncognitive variables to explaining ACT Assessment performance (over and above course work taken, grades earned, and high school attended). The sample for the study consisted of 5,489 ACT-tested students from 106 schools who had completed a survey about their perceptions of themselves, their homes, and their school environment. From 47% to 65% of the variance in ACT scores was explained by high school grade average, core courses taken, education-related factors, activities, background characteristics, students' perceptions of self, and high school attended. Students' noncognitive characteristics explained less than 15% additional variance in ACT scores, over and above grades and course work taken. However, by themselves, students' noncognitive characteristics explained 31% of the scenarios in the third section are similar to the mail basket items, but go into more depth in developing the situation at hand. Asking prospective administrators to respond to either type of item can give insight into the candidate's decision-making skills. Using the situations for training allows the administrator to anticipate real problems that may occur. The fourth section contains discussion starter questions related to the mail basket and scenario items. (SLD)

ED 434 939 TM 030 192

Parke, Carol S.; Cerrillo, Tracy L.; Levenson, Joan; O'Mara, Jennifer; Hansen, Mary A.; Lane, Suzanne
Impact of the Maryland School Performance Assessment Program (MSPAP): Evidence from Classroom Instruction and Assessment Activities (Reading, Writing).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 34p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Educational Objectives; Elementary Education; *Elementary School Teachers; *Instruction; *Language Arts; *Middle School Teachers; Middle Schools; Outcomes of Education; *Performance Based Assessment; State Programs; Teacher Attitudes; Test Coaching; Testing Programs
IDENTIFIERS- Maryland; *Maryland School Performance Assessment Program

The extent to which the instruction, assessment, and Maryland School Performance Assessment Program (MSPAP) test preparation activities of language arts teachers aligned with the Maryland Learning Outcomes (MLOs) and the reading and writing tasks on the MSPAP was studied in the 1996-97 school year. The reading and writing activities of 280 elementary and middle school language arts teachers were collected in the fall and spring and analyzed with a coding scheme. In general, the majority of the language teachers' classroom activities reflected some of the MLOs. However, the extent to which the classroom instruction and assessment activities reflect the many characteristics of the MSPAP tasks is more limited. Slightly more than one-third of the instruction and assessment tasks were classified at one of the two highest score levels on the MSPAP scale, and 40% of the reading and 66% of the writing MSPAP test preparation activities were classified at one of the two highest levels. These results support the results from language arts questionnaires suggesting that teachers have made changes in their instruction based on the MLOs and the MSPAP. (Contains 18 tables.) (SLD)

ED 434 940 TM 030 193

Krass, Iosif A.; Thomasson, Gary L.
Defining Deficient Items by IRT Analysis of Calibration Data.
PUB DATE- 99
NOTE- 20p.; Colored figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

(SLD)

ED 434 961 UD 033 134

Cortez, Albert; Supik, Josie; Romero, Anna Alicia; Goodman, Christie L.
Students for Sale: The Use of Public Money for Private Schooling. A Policy Brief.
PUB DATE- 99
NOTE- 47p.; For other policy briefs, see UD 033 132 and UD 033 135-136.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; *Educational Vouchers; Elementary Secondary Education; *Financial Support; Private School Aid; *Private Schools; *School Choice; *State Aid; State Legislation; Urban Schools
IDENTIFIERS- *Texas

In 1997, conservative Texas lawmakers introduced a measure for a state-funded voucher program, which was to be limited to low-income students in the state's lowest performing schools. The real objective of the proposal was to set state precedents for state subsidies for private schools. This proposal never made it out of committee in the Texas Senate, but supporters promised to try again in 1999. This policy brief explores the use of vouchers and their effects. State courts have been inconsistent in rulings regarding the constitutionality of using public funds for private schools, which are not accountable to the public for their actions or results. In addition, diverting money for private schools takes money away from communities, resulting in higher taxes. Vouchers do not give parents a choice as much as they give private schools a choice about whom to accept. There is no extensive empirical evidence to support claims that vouchers, by creating competition, improve the quality of local public schools. In Texas, the private schools do not have the capacity to absorb large numbers of students. Vouchers give a new government subsidy to private schools and wealthy parents with children already in private schools. The Intercultural Development Research Association recommends that public monies be used solely for the support of public schools, and that all students should have access to community-based, equitably-funded, high-quality public schools. Schools that receive state tax monies should be subject to the admissions and reporting requirements applicable to public schools. (Contains 1 table, 3 graphs, and 50 references.) (SLD)

ED 434 962 UD 033 135

McCollum, Pam; Cortez, Albert; Maroney, Oanh H.; Montes, Felix
Failing Our Children: Finding Alternatives to In-Grade Retention. A Policy Brief.
PUB DATE- 99
NOTE- 39p.; For other policy briefs, see UD 033 132 and UD 033 134-136.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Failure; Academic Standards; Elementary Secondary Education; *Grade Repetition; Low Achievement; *Social Promotion; *Student Promotion; Urban Schools

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; Higher Education; *Instructional Effectiveness; Student Evaluation; *Teacher Education; Teacher Effectiveness; Teaching Methods; Textbooks

This textbook describes teaching behaviors and instructional issues that are central to the dynamics of effective learning environments for current and prospective teachers. The discussion includes managing student behavior and assessing student performance. The chapters are: (1) "Developing a Framework for Effective Teaching"; (2) "The Teacher as a Planner of Instruction"; (3) "The Teacher as a Communicator"; (4) "The Teacher as an Effective Performer"; (5) "The Teacher as an Instructional Strategist"; (6) "The Teacher as a Manager of Student Behavior"; and (7) "The Teacher as an Evaluator of Student Performance." (Contains 55 figures and 249 references.) (SLD)

the governance and coordination between this effort and any others that may exist are described. The design and implementation of each effort are also described in detail, including information about the planning of the effort; the selection of goals, indicators, and targets; the collection of data; and the ways in which stakeholders were involved. The report describes the state infrastructure that supports the effort, such as staff, computer resources, and training. Where applicable, the report describes the way in which program evaluation links to the RBA effort. Each section also includes information about how each effort is being used; the uses include planning, citizen engagement, programming, budgeting and contracting, and communication. A list of key contacts is provided, and a final section describes in detail the objectives, scope, and methodology of the study. The report includes a table summarizing points of distinction among RBA efforts in the eight states studied. (EV)

ED 434 733 PS 027 936

Schilder, Diane
Aiming for Accountability: Minnesota. Reaching Results.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 48p.; Compiled by the Harvard Family Research Project (HFRP) Results-Based Accountability Project. For related documents, see PS 027 933-941.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Case Studies; Program Descriptions; Program Design; Program Development; Program Evaluation; Program Implementation; State Action; *State Programs; *Welfare Services
IDENTIFIERS- Family Resource and Support Programs; *Minnesota

Interest is growing in planning and implementing new systems of holding child and family services accountable for results. The Results-Based Accountability (RBA) Project at the Harvard Family Research Project (HFRP) has supported and built upon recent state efforts to develop these new accountability systems for child and family services. The RBA reports, including this case study, are intended to help share insights and experiences in designing and implementing RBA systems. This report on RBA in Minnesota begins with a brief overview, which summarizes the key points in the case study. A section of sociodemographic information and information about the state's governance structure directs the reader to unique qualities of the state that have helped to influence its RBA work. A timeline of the most critical events in the design and implementation of RBA efforts is included, along with a list of the key terms and concepts used in the state. Each separate RBA effort is described in detail, including its history and impetus, those who initially sponsored the effort, and the legal mechanism behind the effort. In addition, the early champions and actors involved in each effort and the funding sources and resources that support the effort are noted, and the governance and coordination between this effort and any others that may exist are described. The design and implementation of each effort are also described in detail, including information about the planning of the effort; the selection of goals, indicators, and targets; the collection of data; and the ways in which stakeholders were involved. The report describes the state infrastructure that supports the

Attitudes; *Parent School Relationship; School Culture; School Policy; *Social Change; Teacher Attitudes

The decline in civility, social responsibility, and institutional affiliation challenges the nature of schooling. Child development in the 1990s family is under pressure from changes that deny children the three basic essentials (nurture, structure, and latitude) for psychological health, effective learning, and civility, and that require children to adapt and sacrifice while favoring adult well-being. In addition to family changes, the school is challenged by: (1) a call for expanded academic curriculum; (2) an improved understanding of student learning; (3) an abdication of child-rearing tasks by family and other social institutions; (4) diminished student readiness and civility, and accelerating parental demands and criticism; and (5) faculty resistance to and resentment of changing status with parents. Schools' typical responses to these changes are: (1) case-by-case--try to restore proper respect as an incident occurs; (2) get them help--offer help for individual violations; or (3) train them--seek to improve behavior and communication through social and emotional learning. Results of these approaches since the 1980s are mixed and suggest that a change in perspective is needed. Rather than "How can the school overcome problems," schools need to ask, "How might the school reduce problems and prevent some of them?" as a means of strategically restructuring relationships with families. To widen consensus within the faculty, school staff need to clarify the purpose and conduct of school and parents, focus on strengths rather than deficiencies, and commit to a few central values. Once this commitment has been made, schools need to introduce the consensus to students and parents by using an array of forums and by continuing initiatives that renew information. In the current climate, challenges can be met only by moderating demands or increasing supports. (DLH)

ED 434 750 PS 027 975

Riley, Jeni
Missing Opportunities or Improving Learning?
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Conference of the European Early Childhood Education Research Association (EECERA) (9th, Helsinki, Finland, September 1-4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Reading; Childhood Needs; *Early Childhood Education; Elementary School Teachers; Foreign Countries; *Literacy Education; *National Curriculum; Preschool Teachers; Teaching Methods
IDENTIFIERS- England; Vignettes; Wales

This paper addresses recent educational policy developments in England and Wales, focusing on the National Literacy Strategy, National Numeracy Strategy, and the proposed Early Learning Goals. The paper delineates research findings regarding the early mathematics and English learning achieved before entry into formal schooling, effective teaching practices to support learning in the preschool years, and the knowledge that children bring to school. The paper further presents representative examples from data narratives to illustrate current practice in reception classes in England and Wales. Two narratives reveal that over the course of a year, there was a

Watch." The feature "New and Noteworthy" provides annotated bibliographies of relevant new resources, and "Electronic Mailbox" describes related Web sites. Issue number 1, which focuses on performance measurement, includes the articles: (1) "Aiming for Accountability: Lessons Learned from Eight States"; (2) "Building Support for Statewide Outcomes: Lessons from Florida"; (3) "Do You Really Want To Be Accountable for Results? Musings on Georgia's Learnings"; (4) "National Learning Project Evaluation"; and (5) "Ensuring Quality in Head Start: The FACES Study." Issue number 2 includes: (1) "Learning from the Annie E. Casey Foundation's Evaluation Grants Program"; (2) "Cluster Evaluation"; (3) "Beyond Basic Training"; (4) "Following up with the Evaluation Work of Asian Neighborhood Design"; and (5) "Welfare, Information, and the New Federalism." Issue number 3-4, focusing on learning organizations, includes: (1) "Useful Learning for Public Action"; (2) "Making the Case for Children"; (3) "Civic Participation and the Citizens Research Method"; (4) "Building State and Local Evaluation Capacity: The U.S. Department of Justice's Evaluation Strategy"; (5) "Studying Learning Initiatives: The Experience of the Empowerment Zones/Enterprise Communities National Learning Initiative"; and (6) "State Policy Documentation Project: Data Collection and Dissemination." (EV)

ED 434 769   PS 028 024

Huddleston, Rich
Making It Day-to-Day: A New Family Income Standard for Arkansas and Executive Summary.
SPONS. AGENCY- Ford Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 99
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- Economic Factors; Economic Status; Economically Disadvantaged; #Family Financial Resources; #Family Income; Family (Sociological Unit); Financial Needs; Living Standards; Low Income Groups; Poverty; Quality of Life; #Social Indicators; #State Standards; Tables (Data)
IDENTIFIERS- #Arkansas; Indicators

This report examines the financial needs of Arkansas families, and establishes, using conservative economic assumptions, an annual Family Income Standard (FIS) for the state and each of its counties. The FIS is a new tool to be used by citizens, state and local policy makers, civic organizations, non-profits, and parents as they look to improve the economic well-being of their communities. The components of the standard include the essential living expenses of families with children, such as: (1) child care; (2) food; (3) housing and utilities; (4) transportation; (5) health care; (6) clothing and miscellaneous items; and (7) taxes. Because the standard reflects the resources needed to support a family with children without outside assistance, it does not include public assistance such as food stamps, Transitional Employment Assistance, subsidized child care or housing, or subsidized health care such as Medicaid. To develop estimates of the FIS for Arkansas, a modified version of the approach popularized by Wider Opportunities for Women was used. The 1999 Arkansas FIS reveals that families require an income close to 200 percent of the current federal poverty level to meet basic daily living of audience in the work of two liberatory educators, Myles Horton and Paulo Freire. Horton and Freire had much in common, each working to create educational processes to benefit the poor and each focusing on liberation for the systematically oppressed, Freire at first in Brazil, Horton in rural Appalachia. However, Myles Horton is little known among academics, while Freire is a virtual icon in the field of education. Four reasons for this relate to choice of language and audience. First, Horton saw his work as part of a collective project, typically using "we" rather than "I," while Freire was willing to be a leader and expert. Second, Horton chose primarily to speak, rather than write, while Freire wrote many academic books and articles. Third, Horton avoided involvement with the academic world, having learned that the language of the academy was ineffective in accomplishing the goals of Highlander Folk School in Appalachia, while Freire wrote and spoke often in academic language. Last, Horton defied and had contempt for governments, while Freire regularly worked with governmental institutions in several countries. Horton's success in creating a school that functioned outside the control of government and the influence of academia was based in his unwavering conviction that collectivism, localism, the lived experience of poor and working people, and the rejection of theory were the essence of truly progressive education. This approach to education could prove more fruitful than Freire's has been. (Contains 33 references.) (SV)

ED 434 788   RC 022 112

Lockwood, Anne Turnbaugh; Secada, Walter G.
Transforming Education for Hispanic Youth: Exemplary Practices, Programs, and Schools. NCBE Resource Collection Series No. 12.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 99
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Bilingual Education; *Dropout Prevention; Dropouts; Educational Environment; *Educational Needs; Educational Practices; Elementary Secondary Education; High Risk Students; *Hispanic Americans; Parent School Relationship; Program Descriptions; School Effectiveness; Student Needs; *Student School Relationship; Teacher Student Relationship; Track System (Education)
IDENTIFIERS- Respect

This monograph reviews the findings and recommendations of the Hispanic Dropout Project (HDP) and describes successful school-based strategies to combat the dropout problem and promote academic achievement among Hispanic students. Chapter 1 discusses the high Hispanic dropout rate; why Hispanic students drop out; stereotypes and realities; and HDP recommendations encompassing minimum guarantees of a quality education, schools' relationships with parents and families, the role of teachers, effective school strategies, and educational policy. Chapters 2-5 describe specific effective programs: (1) Lennox (California) Middle School's approach to personalizing the curriculum and involving parents and families; (2) Calexico (California) School District's secondary-level strategies, including emphasis on equity, commitment to bilingual education, a culture of continuous refinement, high expectations and support for meeting them, and alternative

This report is incorporated into "Attaining Excellence: A TIMSS Resource Kit." Released in Fall 1997, the TIMSS resource kit was developed for educators and those interested in using TIMSS data to improve teaching, curricula, and student achievement in state and local communities. This module presents information about the grade 8 mathematics assessments conducted by the National Assessment of Educational Progress (NAEP) and the Third International Mathematics and Science Study (TIMSS). The first section of the mathematics assessment module compares the frameworks underlying the NAEP and TIMSS grade 8 mathematics assessments and the distributions of test questions across content areas, focusing on the areas of geometry and algebra. The second and third sections of the module describe the geometry and algebra portions of the assessments in detail using actual test questions (often called "items") from the NAEP and TIMSS assessments to illustrate how areas of the frameworks became operationalized into test questions. Assessment results are provided for the geometry and algebra questions to give some perspective on U.S. performance in these two mathematics content areas. (Contains 14 references.) (ASK)

ED 434 809   SE 062 770

Jover, Jorge Nunez; Medina, Manuel; Cerezo, Jose A. Lopez
Graduate Programs in Science, Technology, and Society in Cuba: Relevant Characteristics.
PUB DATE- 99
NOTE- 8p.; Translated by Liza Ann Acosta and Carl Mitcham. "Science, Technology & Society" is the "Curriculum Newsletter of the Lehigh University STS Program & Technology Studies Resource Center."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Influences; *Curriculum Development; Environmental Education; Foreign Countries; Higher Education; *Science and Society; *Science Education; Teaching Methods; *Technology Education
IDENTIFIERS- Cuba; Spain

This article describes the process of institutionalization of science, technology, and society studies taking place in Cuba during the 1990s. It discloses the characteristics of the Master's program currently being developed in collaboration with the Universities of Havana, Cienfuegos (both in Cuba), Oviedo, and Barcelona (both in Spain). The article comments briefly on some of the characteristics of the process of institutionalization, relating them to the theoretical traditions that have been most influential and to the social processes that provide particular orientation. (Author/WRM)

ED 434 810   SE 062 809

Forests Forever: A Forest Education Curriculum Kit Adaptable for Grades K-8.
PUB DATE- 95
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; *Environmental Education; *Forestry; Natural Resources; *Plants (Botany); *Science Activities; *Trees

The act of exemplary teaching requires the orchestration of subject matter knowledge and pedagogical knowledge with pedagogical content knowledge. If this last component is not sufficiently present, then we may be quite efficient in presenting students with rote information. If this last component is sufficiently present (and carried out well), then students are afforded the opportunity to construct meaning from symbols and images in a manner that allows them to "see" (like a connoisseur) and sort out the underlying relationships that represent the "character of the subject." As science educators strive to find the proper balance, reform efforts encourage increased collaboration between subject matter specialists and Colleges of Education. This paper points to a fundamental tension that typically exists between Colleges of Education and Arts and Sciences, and suggests that each college has historically different ontological, epistemological, and methodological commitments (different paradigms). Such community differences inherent among content-specific disciplines and between colleges, which are deeply entrenched in historical paradigm commitments, reveal the oversimplification of science teacher education reform mandates that stress true interdisciplinary (and transdisciplinary) collaboration. (Contains 39 references.) (Author)

ED 434 835 SE 063 100

Space Science for Children: All about the Planets Videotape .
PUB DATE- 99
NOTE- 0p.; For other videotapes in this series, see SE 062 827-830.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Astronomy; Elementary Education; Hands on Science; *Science Activities; Science and Society; Science Instruction; Scientific Concepts; *Solar System; Space Exploration; *Space Sciences
IDENTIFIERS- *Planets

This 23-minute videotape takes children, grades K-4, on a tour of the nine planets of our solar system and explains vital statistics and interesting facts about each. Key terms such as rotation, revolution, and orbit, are explained. A hands-on activity that can be used to demonstrate how Saturn's moons actually create its beautiful rings is also presented. This program is based on the concepts outlined in the National Science Education Content Standards for Earth Science: Properties of Earth Materials, Objects in the Sky, and Changes in Earth and Sky. (WRM)

ED 434 836 SO 029 281

Deng, Peng
Private Education in Modern China.
PUB DATE- 97
NOTE- 165p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Communism; Criticism; *Educational History; Elementary Secondary Education; Foreign Countries; Higher Education; *Private Education; *Private Schools
IDENTIFIERS- *China; Chinese History; Historical Background;

emphasizing curricular relevance, cognitive reflection, and experiential pedagogy. Following a brief introduction, the 10 sessions are entitled: (1) "Defining Service Learning"; (2) "Curriculum Infusion"; (3) "Reflection"; (4) "Experiential Education and Active Learning"; (5) "Student Involvement"; (6) "Community Involvement"; (7) "Assessment"; (8) "Citizenship Competencies and Service Learning"; (9) "Policy"; and (10) "Project Evaluation." Planning sheets also are provided. The guide models active learning strategies throughout each session. The design encourages teachers to talk among themselves in various group settings, to develop assessment criteria, to trade ideas and experiences, and to use new information in concrete ways. (Each session contains references.) (BT)

ED 434 857   SO 030 863

Caldwell, Dawn
Service-Learning as an Integrated Experience in Middle School Education: An Introduction to Resources and Information.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civics; Middle School Students; Middle Schools; Program Descriptions; *Service Learning; Social Studies; *Student Participation

This resource guide outlines 18 service-learning projects throughout the United States focused on middle schools. Listed, in each case, are the project's description, sponsoring organization, the objectives, the project's framework, training information, materials, and ordering information. (BT)

ED 434 858   SO 030 875

Igoa, Cristina
Language and Psychological Dimensions: The Inner World of the Immigrant Child.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). For related book, see ED 387 376.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art; Art Education; Childhood Needs; *Classroom Communication; Elementary Education; *Immigrants; *Individual Development; Language Role; Story Telling; *Student Needs; *Teacher Role
IDENTIFIERS- Cultural Sensitivity; Learning Environment; *Psychological State

To help immigrant children succeed academically, the teacher must seek to ease the pain of the uprooting experience and find ways to awaken the power within the children to help themselves. This paper describes teaching experiences that led one teacher to understand immigrant children's psychology and the interventions necessary for giving self expression and voice to these children. The paper discusses a center for immigrant children of various cultures that the teacher ran in 1980. The

Day, Christopher
Developing Teachers: The Challenges of Lifelong Learning. Educational Change and Development Series.
PUB DATE- 99
NOTE- 264p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Action Research; Administrator Role; College School Cooperation; Elementary Secondary Education; *Faculty Development; Foreign Countries; Inquiry; Inservice Teacher Education; Leadership; *Lifelong Learning; Partnerships in Education; Principals; Reflective Teaching; *Teacher Improvement; Teacher Role; Teachers; Teaching Conditions
IDENTIFIERS- Learning Communities; *Professionalism; Reflective Thinking

This book examines the nature of teacher professionalism, the continuing professional development of teachers, and the contexts in which this occurs. Using a range of international research and development work, the book discusses how personal and professional contexts promote and inhibit improvement in teaching. It examines the effects of school leadership and culture; the place of appraisal and personal development records in teacher and school development; inservice as intervention; reflective practice; partnerships between schools and universities; and networks for improvement. Finally, the book highlights the complexities of becoming and remaining an effective teacher in changing circumstances, arguing that without a focus on lifelong learning, teachers cannot provide the best learning opportunities for their students. There are 10 chapters: (1) "Being a Teacher, Developing as a Professional"; (2) "Teachers as Inquirers"; (3) "Understanding Teachers' Development: Experience, Expertise, and Competence"; (4) "Teachers' Conditions of Work: Classrooms, Cultures, and Leadership"; (5) "Self-Renewal: Appraisal, Change, and Personal Development Planning"; (6) "School-Led Professional Development: A Case Study"; (7) "In-Service Education and Training: Limits and Possibilities"; (8) "Learning through Partnerships"; (9) "Networks for Learning: Teacher Development, School Improvement"; and (10) "The Role of Teachers in a Learning Society." (Contains approximately 480 references, 21 figures, and an index.) (SM)

ED 434 879   SP 038 813

Fideler, Elizabeth F.; Haselkorn, David
Learning the Ropes: Urban Teacher Induction Programs and Practices in the United States and Executive Summary.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Pew Charitable Trusts, Philadelphia, PA.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 99
NOTE- 321p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Public Schools; Teacher Collaboration; Teacher Improvement; *Urban Education

Schools
IDENTIFIERS- *Early Field Experience

Teacher education in the U.S. faces a critical dilemma: preparing white, middle-class preservice teachers to teach increasingly diverse student populations in public schools. Early field experiences (EFEs) show promise for addressing this mismatch, yet little is actually known about what happens to preservice teachers in practicum experiences. This research examined the experiences of preservice teachers in an EFE, which combined a foundations of education course and a general methods course, along with classroom, school, and community-based field experiences, within the larger context of a college of education that actively sought to recruit and prepare teachers for a multicultural society. Modeled after Zeichner's (1996) notion of an educative practicum, the EFE and the accompanying courses occurred in an urban middle and elementary school complex in a large southwestern U.S. city. In this article, the experiences and perspectives of two preservice teachers (a Mexican-American woman and a white woman) are highlighted, with particular attention to their participation in multiple communities, their use of multiple literacies, and their shifts in practices, understandings, and voice over the course of the EFE. Implications for field experiences, admissions criteria for teacher education programs, and recruitment and retention of members of underrepresented groups are discussed. (Contains 45 references.) (Author/SM)

ED 434 897   SP 038 832

Ono, Yumiko
An Analysis of Policy Recommendations for Japanese as Second Language Education.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the Japan-United States Teacher Education Consortium (11th, Hawaii, August 1-4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; Foreign Countries; *Japanese; Program Administration; *Second Language Instruction
IDENTIFIERS- Japan

This study by Tokyo University of Foreign Studies collected data on actual conditions of teaching Japanese as a Second Language (JSL) to children coming to Japan without the language. The study analyzed tasks that needed to be addressed, presented ideas on teaching syllabi and student evaluation, and submitted policy recommendations for schools and governments. The study results touched on content and methods of JSL instruction, examining conditions and issues concerning JSL children, principles for JSL instruction, and tentative lesson plans for JSL classes. The study also highlighted school and educational administration of JSL education, including: conditions of school and educational administration of JSL education; national and local policies concerning JSL education; problems in school and educational administration of JSL education; issues to be considered for better administration of JSL education; and policy recommendations for effective administration of JSL education. Results provide data on teachers teaching JSL, inservice education, learning materials, organizational systems for JSL students within schools, JSL student enrollment, and collaboration with volunteer variance in the number of years of mathematics or science courses taken. These results suggest that noncognitive characteristics impact students' choices of high school course work and the grades they earn in these courses, which, in turn, are strongly related to ACT scores. Two appendixes contain the survey of ACT-tested students and weighted descriptive statistics for the variables in the full models. (Contains 1 figure, 6 tables, and 20 references.) (Author/SLD)

ED 434 918 TM 030 154

Dunham, Mardis D.; McIntosh, David E.
An Exploratory Factor Analysis of the Differential Ability Scales.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (31st, Las Vegas, NV, April 6-10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Factor Analysis; Factor Structure; *Intelligence; Intelligence Tests; *Preschool Children; Preschool Education; *Test Use
IDENTIFIERS- *Differential Ability Tests; *Exploratory Factor Analysis

The primary goal of this study was to investigate the underlying structure of the Differential Ability Scales (DAS) using Exploratory Principal Axis Factoring (PAF) with 62 nonclinical preschoolers. While previous factor analyses of the DAS Core subtests revealed the derivation of two distinct factors, the current results revealed only one factor, general cognitive ability. When the DAS Core and Diagnostic subtests were combined, two factors emerged, general cognitive ability and visual memory. Overall, these results suggest that the DAS Core subtests are a measure of general intelligence. Recommendations for users of the DAS with young children are provided. (Author/SLD)

ED 434 919 TM 030 155

Miron, Louis F.
The Center Cannot Hold: Toward a Notion of Plurality in Educational Research.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Administration; *Educational Research; Educational Researchers; *Epistemology; *Instructional Leadership; Models; *Qualitative Research; *Research Methodology; Theory Practice Relationship
IDENTIFIERS- *Pluralism; Postmodernism

Elliot Eisner has sketched the outlines of the move toward plurality in educational research in an essay that embraces, perhaps unintentionally, a postmodern orientation that has the potential to disrupt the historically monolithic character of educational research. Eisner's discussion is expanded to

DESCRIPTORS- *Adaptive Testing; Algorithms; *Computer Assisted Testing; Nonparametric Statistics; Test Construction; *Test Items
IDENTIFIERS- Armed Services Vocational Aptitude Battery; *Calibration; Three Parameter Model

New items are being calibrated for the next generation of the computerized adaptive (CAT) version of the Armed Services Vocational Aptitude Battery (ASVAB) (Forms 5 and 6). The requirements that the items be "good" three-parameter logistic (3-PL) model items and typically "like" items in the previous CAT-ASVAB tests have resulted in a set of algorithmic rules that are general enough to be of interest to researchers and others working to improve CAT tests. For CAT-ASVAB on-line calibration, a seeded-item scheme is being used. Answers to the seeded items (new) are collected along with answers to nonseeded items to allow the estimation of examinee ability and the evaluation of the quality of each new item relative to the ability scale. Six types of deficient items are discussed. The first five types lead to nonparametric item characteristic curves that cannot be fitted well with a 3-PL model. The sixth category, in which the item has insufficient information, is the most difficult to correct. A set of factors has been developed to help deal with these problems and increase the value of item information. (Contains 6 tables and 6 figures.) (SLD)

ED 434 941 TM 030 194

Kennett, Carol L.
Trust at the Threshold: Negotiating New Pathways for Methods Instruction.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; Higher Education; *Methods Courses; Organizational Theories; *Partnerships in Education; *Teacher Education; *Trust (Psychology)

Using some recent studies of trust done by scholars in organizational science and related fields, this paper attempts to identify models and constructs that could prove useful to educators looking for ways to encourage successful collaborative partnerships, especially those that include processions from K-12 and university settings. The paper examines the social organization of trust and describes the ecological arrangements within which trust occurs (or does not occur) in the context of school/university collaborations. The study looks at the relationships among the social actors in a partnership that connects the faculty, staff, and students of a large public high school with the instructor and students involved in a general methods course (n=16) at a small, private, liberal arts college. Findings suggest that a predisposition to trust, responsibility in following through with one's obligations, and a willingness to allow for minor indiscretions provide a basis for increased cooperation and further development. The study also highlights the rich body of literature on trust that is being produced by theorists in the organizational sciences. (Contains 55 references.) (SLD)

This policy brief presents an in-depth look at the issue of grade-retention in Texas, reviews research that finds this practice to be ineffective, and outlines alternatives to both retention and social promotion. In-grade retention has been a recurrent theme in education over the last 30 years, and it is currently linked to calls for higher standards by politicians. It is often seen as the only alternative to social promotion, passing students with the age-appropriate cohort. Of 66 studies done from 1990 to 1997, 65 found in-grade retention to be ineffective or actually harmful. Retained students suffer low self-esteem and are not likely to make up academic deficiencies. African American and Hispanic students are retained at twice the rate of Whites, and 40% of grade repeaters come from the lowest socioeconomic quartile. In-grade retention is increasing in Texas, especially for minority and economically disadvantaged students. The highest retention rates are found in urban school districts. The Intercultural Development Research Association has developed some recommendations for addressing issues related to in-grade retention in Texas. These include early identification of students at risk, professional development for teachers, redesign of school structures to provide more support, and establishment of new criteria for determining whether or not students should be promoted. (Contains 6 tables, 1 graph, and 39 references.) (SLD)

ED 434 963   UD 033 136

Cortez, Albert; Montecel, Maria Robledo
Disciplinary Alternative Education Programs in Texas--What Is Known; What Is Needed. A Policy Brief.
PUB DATE- 99
NOTE- 32p.; For other policy briefs, see UD 033 132 and UD 033 134-135.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Problems; *Discipline; Elementary Secondary Education; Ethnicity; *Minority Groups; *Nontraditional Education; Program Effectiveness; Program Evaluation; Racial Differences
IDENTIFIERS- *Texas

In 1995, the Texas legislature established a policy that each school district must have an "alternative educational setting for behavioral management." This policy brief examines the ways in which this idea has been implemented in Texas, using data from the Texas Education Agency. Findings show that, for the most part, these alternative educational programs are being used as dumping grounds for "undesirable" students who, once there, get little support. Minority students are overrepresented in removals to these programs, and there has been an increase in reports from schools that have classified students' race and ethnicity as "unknown." Anecdotal reports of some exceptional programs exist, but there are no conclusive studies on the effectiveness of such programs for students forced to participate. Recommendations from the Intercultural Research Development Association are that the decision to refer a student to such a program be made in conjunction with the student's parents, with all options clearly explained. Better information should be gathered about the effectiveness of existing programs, and the alternative programs should be held to the same standards as other Texas schools. In addition, school districts should not be allowed to operate programs that effort, such as staff, computer resources, and training. Where applicable, the report describes the way in which program evaluation links to the RBA effort. Each section also includes information about how each effort is being used; the uses include planning, citizen engagement, programming, budgeting and contracting, and communication. A list of key contacts is provided, and a final section describes in detail the objectives, scope, and methodology of the study. The report includes a table summarizing points of distinction among RBA efforts in the eight states studied. (EV)

ED 434 734   PS 027 937

Horsch, Karen
Aiming for Accountability: North Carolina. Reaching Results.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 39p.; Compiled by the Harvard Family Research Project (HFRP) Results-Based Accountability Project. For related documents, see PS 027 933-941.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Case Studies; Program Descriptions; Program Design; Program Development; Program Evaluation; Program Implementation; State Action; *State Programs; *Welfare Services
IDENTIFIERS- Family Resource and Support Programs; *North Carolina

Interest is growing in planning and implementing new systems of holding child and family services accountable for results. The Results-Based Accountability (RBA) Project at the Harvard Family Research Project (HFRP) has supported and built upon recent state efforts to develop these new accountability systems for child and family services. The RBA reports, including this case study, are intended to help share insights and experiences in designing and implementing RBA systems. This report on RBA in North Carolina begins with a brief overview, which summarizes the key points in the case study. A section of sociodemographic information and information about the state's governance structure directs the reader to unique qualities of the state that have helped to influence its RBA work. A timeline of the most critical events in the design and implementation of RBA efforts is included, along with a list of the key terms and concepts used in the state. Each separate RBA effort is described in detail, including its history and impetus, those who initially sponsored the effort, and the legal mechanism behind the effort. In addition, the early champions and actors involved in each effort and the funding sources and resources that support the effort are noted, and the governance and coordination between this effort and any others that may exist are described. The design and implementation of each effort are also described in detail, including information about the planning of the effort; the selection of goals, indicators, and targets; the collection of data; and the ways in which stakeholders were involved. The report describes the state infrastructure that supports the effort, such as staff, computer resources, and training. Where applicable, the report describes the way in which program evaluation links to the RBA effort. Each section also includes information about how each effort is being used; the uses include planning, citizen engagement, programming, budgeting and contracting, and communication. A list of key contacts is provided, and a final section describes in detail the shift in the pedagogy for literacy from differentiated literacy group activities and hearing individual readers to a Literacy Hour format, with more guided or group reading taking place. In addition, the narratives reveal differences in the subject knowledge of teachers and in the extent to which they are clear and comfortable about how to teach literacy most effectively to the very youngest pupils. The paper maintains that knowledgeable and skilled teachers offer their classes rich literacy experiences that are both systematic and learner-centered through time-economic, focused, direct teaching. The paper notes that the discourse used in the proposed "Early Learning Goals" contrasts strongly with the Scottish Office Curriculum Framework 3-5, concluding that although early years teachers need to use the frameworks offered by the National Literacy Strategy and the Early Learning Goals to inform their planning, they must maintain their belief in what they know about the effective ways that young children learn best. (KB)

ED 434 751 PS 027 978

Menu Workbook and Food Buying Guide. National School Lunch and Breakfast Programs.
PUB DATE- 97
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- *Breakfast Programs; Elementary Secondary Education; *Food Service; Food Standards; Guidelines; *Lunch Programs; *Nutrition; *Purchasing
IDENTIFIERS- Food Preparation; Meal Patterns; *School Breakfast Program; *School Lunch Program

The goal of every school food service program is to serve nutritionally adequate, attractive, acceptable, and moderately priced meals. Recognizing that the quality of the meal depends upon the knowledge, ability, and judgment of the person planning menus, this guide provides information on the menu planning and meal service options available in the National School Lunch and Breakfast Programs. Topics covered in this guide are: (1) nutritional requirements and menu planning options; (2) nutrition goals; (3) traditional and food-based meal patterns for lunch and breakfast; (4) non-creditable foods in the National School Lunch Program; (5) NuMenus and Assisted NuMenus for lunch and breakfast; (6) "offer" versus "serve" options at lunch and breakfast; (7) a la carte service and snack bar lines; (8) alternate food items; (9) restricted competitive foods; (10) requirements for food production records; (11) requirements for convenience foods; (12) child nutrition labels; (13) production specification sheets; and (14) nutrient data requirements. Four appendices include additional information on meal patterns for infants and exemptions to restricted foods. (KB)

ED 434 752 PS 027 982

Karnebogs, Lynn; Smith, Stacie B.; VandeSchraaf, Cary; Wiegardt, Craig G.; Wormer, Gail
Improving Elementary and Middle School Students' Abilities To Manage Conflict.
PUB DATE- 99
NOTE- 97p.; Master's Action Research Project, Saint Xavier

needs. The standard is $18,805 annually for a one-parent family with one child (assumed to be under age 6), $22,372 for a two-parent family with one child, $24,833 for a one-parent family with two children, and $28,541 for a two-parent family with two children. (The report includes numerous tables and figures.) (EV)

ED 434 770 PS 028 028

LaFontana, Kathryn M.; Cillessen, Antonius
Content Analysis of Children's Stereotypes about Popularity: Developmental and Gender Differences.
PUB DATE- 99
NOTE- 12p.; Poster presentation at the Annual Convention of the American Psychological Society (11th, Denver, CO, June 3-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Childhood Attitudes; Comparative Analysis; Content Analysis; Discriminant Analysis; Elementary Education; Elementary School Students; *Peer Acceptance; *Peer Relationship; *Popularity; Sex Differences; Sociometric Techniques; *Stereotypes

Research on popularity during childhood and early adolescence suggests that children who are perceived as popular by peers are not necessarily the same children who are sociometrically popular. This study extended previous research on popularity by examining children's perceptions of popularity. The study used open-ended questions instead of peer nomination only and also examined gender and differences. Participating was an ethnically diverse sample of 92 children in the fourth through eighth grades. Subjects were asked to provide free descriptions of four types of peers: popular boys; popular girls; unpopular boys; and unpopular girls. Their responses were coded for content and valence. Stepwise discriminant function analyses were conducted to determine how well children's answers discriminated among the four types of peers. Repeated measures analyses of variance were performed with participant age, gender, and status as between-subject factors. The findings indicated that popular targets were described most frequently as physically attractive and socially competent, while unpopular targets were described primarily in terms of physical unattractiveness, infrequent social interaction, and deviance. Girls tended to hold more negative stereotypes than boys did, especially regarding popular girls, and older children placed more emphasis on physical appearance than did younger children. (KB)

ED 434 771 PS 028 030

Foundation for Child Development Annual Report, 1998/1999.
PUB DATE- 99
NOTE- 50p.; For 1997-1998 Annual Report, see ED 424 932.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Child Development; Childhood Needs; Children; Economic Factors; *Financial Support; Grants; *Philanthropic Foundations; Poverty
IDENTIFIERS- *Foundation for Child Development; *Working Poor

This annual report details the activities of the Foundation for dropout programs; (3) three elementary programs--Success for All, Helping One Student to Succeed (HOSTS) (a mentoring and tutoring program), and Cognitively Guided Instruction (mathematics problem solving using students' prior knowledge); and (4) two secondary programs--the Coca-Cola Valued Youth program, in which high-risk middle school students tutor younger students, and Project AVID (Advancement Via Individual Determination), which features coaching, advocacy, and college preparation. In Chapter 6, four HDP members summarize observations and recommendations related to the quality of instruction, role of bilingual education, effects of tracking, resources and physical conditions, investing new resources, achieving attitudinal shifts, teacher preparation and professional development, identification and implementation of effective programs, challenging content and valuable relationships, individualization, time for results, aspects of program design and implementation, and politics of education. (Contains 13 references and a bibliography with an additional 131 references.) (SV)

ED 434 789 RC 022 113

LaDue, Robin A.; Schacht, Robert M.; Tanner-Halverson, Patricia; McGowan, Mark
Fetal Alcohol Syndrome: A Training Manual To Aid in Vocational Rehabilitation and Other Non-Medical Services.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 84p.; Project Number RD-29. Cover page differs slightly from title page.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- American Indians; Diagnostic Tests; *Disabilities; Disability Identification; Elementary Secondary Education; *Fetal Alcohol Syndrome; Individualized Education Programs; *Individualized Programs; Prenatal Influences; *Rehabilitation Counseling; Rehabilitation Programs; School Counseling; *Screening Tests; Special Education; *Vocational Rehabilitation
IDENTIFIERS- Individualized Employment Programs; Individualized Service Plans

This training manual provides vocational rehabilitation and school counselors with background information and practical tools related to fetal alcohol syndrome (FAS), with particular reference to the needs of Native Americans. The most recent reliable data (1990) for American Indians and Alaska Natives show a rate of FAS over 10 times the national rate. People with FAS or fetal alcohol related conditions (FARC) are at high risk for learning disabilities, hearing impairments, and mental retardation. Section 1 of the manual presents current definitions of FAS and FARC, summarizes the diagnostic process, and outlines embryological origins. Section 2 explores common primary and secondary disabilities associated with FAS and FARC, as well as their impact on long-term functioning and vocational placements. Section 3 looks at common tools in the functional assessment of people with FAS or FARC, including one for use by vocational high school counselors. Section 4 is a practical guide to developing an individualized plan for employment, education, services, or programs. Trainees are

IDENTIFIERS- *California
This curriculum kit provides students with accurate and up-to-date information on California's forests, forest issues, and forest products in an entertaining and easy to comprehend format. The material in this unit is organized around six lessons, each addressing a different aspect of forest education. Lessons include: (1) "The Web of Life"; (2) "The Nature of Trees"; (3) Nature's Treasure Chest"; (4) "The Sustainable Forest"; (5) "Forest Health"; (6) "Waste Not: Want Not"; and (7) "Forest Families," an enrichment activity provided for the review and reinforcement of concepts illustrated in the entire unit. (CCM)

ED 434 811 SE 062 822

Erduran, Sibel
Philosophy of Chemistry: An Emerging Field with Implications for Chemistry Education.
PUB DATE- 99
NOTE- 10p.; Paper presented at the History, Philosophy and Science Teaching Conference (5th, Pavia, Italy, September, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; Educational Change; Foreign Countries; Higher Education; *Philosophy; Science Curriculum; *Science Education; *Science Education History; *Science History; Scientific Principles; Secondary Education; Teaching Methods
Traditional applications of history and philosophy of science in chemistry education have concentrated on the teaching and learning of "history of chemistry". This paper considers the recent emergence of "philosophy of chemistry" as a distinct field and explores the implications of philosophy of chemistry for chemistry education in the context of teaching and learning chemical models. This paper calls for preventing the mutually exclusive development of chemistry education and philosophy of chemistry, and argues that research in chemistry education should strive to learn from the mistakes that resulted when early developments in science education were made separate from advances in philosophy of science. Contains 54 references. (Author/WRM)

ED 434 812 SE 062 825

Hren, Benedict J.
Conservation in a World of Six Billion: A Grassroots Action Guide.
PUB DATE- 99
NOTE- 25p.; Accompanying poster not included with ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation Education; *Environmental Education; Higher Education; *Population Growth; Science Education; *Sustainable Development
This grassroots action guide features a conservation initiative working to bring the impacts of human population growth, economic development, and natural resource consumption into balance with the limits of nature for the benefit of current and future generations. Contents include information sheets entitled "Six Billion People and Growing," "The Myth of

*Mission Schools

This book uses primary sources and personal experience in the Chinese school system to examine the evolution of non-governmental schools in China between 1895 and 1995. The book gives an overview of private education in pre-modern China, and discusses the growth of modern private schools in the past century as part of the Chinese people's struggle for national survival. Even though the Chinese government has placed a premium on education, sparse educational resources have caused private schools to have to fill the gap; and it is private education in the 1950's that spearheaded China's educational reform. The book is divided into the following chapters: (1) "Private Education in Pre-Modern China"; (2) "Private Schools in Early Modern China"; (3) "Non-Governmental Schools in the Nationalist Era"; (4) "Ups and Downs of Mission Schools"; (5) "Demise of the 'Sili' and Rise of the 'Minban'"; and (6) "Resurgence of Private Schools in Post-Mao China." Contains a glossary, a selected bibliography, and tables of data. (BT)

ED 434 837 SO 029 455

Georgescu, Dakmara
A Project on "Human Rights Education in Romanian Schools."
PUB DATE- 95
NOTE- 124p.; English version by Cristina Milosescu.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Citizenship; *Citizenship Education; *Civil Liberties; Democracy; Elementary Secondary Education; Foreign Countries; Interpersonal Communication; Laws; Local Issues; Physical Environment; *Social Life
IDENTIFIERS- *Romania

This student textbook for civic education in Romanian schools revolves around the significance of human rights issues in a democratic state. The guide is divided into the following five chapters: (1) "The Significance of Human Rights Issues in the Context of Civic Education"; (2) "Individual Identity"; (3) "The Individual Person's Relationships to Other People and to Various Social Groups"; (4) "Controlling Social Life through Norms and Laws"; and (5) "The Individual and the Natural Environment." Contains a glossary of terms and a 15-item bibliography. (BT)

ED 434 838 SO 029 699

Global Visions. Teaching Suggestions and Activity Masters for Unit 1: The Global Marketplace.
PUB DATE- 95
NOTE- 14p.; Full-sized wall poster is not available from EDRS. Color photographs may not reproduce clearly. For related units, see SO 029 700-701.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Context; Economic Change; *Economic Development; *Economics; *Economics Education; Foreign Countries; *Global Approach; High Schools; Maps; Social Studies; Youth
IDENTIFIERS- *Economic Growth; *Global Issues

children were taught to use art to express themselves through storytelling. The paper contends that, in the end, regardless of policies, philosophies, theories, and methodologies, the success or failure of an individual child and the way that child experiences school depends on what happens in that child's classroom, what kind of learning environment the teacher is able to provide, and how well the teacher is able to attend to the particular needs of that child. The paper questions what the relationship between psychology and language is, and summarizes major themes in addressing the inner world of the immigrant child. The four themes that form a foundation for work with immigrant children are: (1) the need for a nest, a classroom nest; (2) the necessity to examine language arts textbooks; (3) the necessity for early academic intervention; and (4) the need to explore art because it is the medium that connects psychology and language. Contains 9 references and several colored illustrations. (BT)

ED 434 859 SO 030 876

Kalchman, Mindy; Katz, Steven
Symbol or Experience: A Mathematics Education Quandary Illustrated in the Context of Functions.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Comparative Analysis; Educational Research; Grade 11; Grade 6; High Schools; Intermediate Grades; Laboratory Schools; *Mathematical Concepts; *Mathematics Education; Metaphors; *Problem Solving; *Symbols (Mathematics)
IDENTIFIERS- Cognitive Strategies

The tension between providing opportunities for mathematical understandings and the need to teach widely-used notations and algorithms is explained in terms of a folk pedagogical conflict. Divergent pedagogical practices are shown to follow from different mental and epistemological assumptions and manifest themselves in equally divergent student problem solving strategies. Drawing on a popular Darwinian metaphor, algorithms and notations are interpreted as mathematical symbols that are meaningful only if they stand for a set of experiences. This relationship, which forms the basis of an experimental functions curriculum, is contrasted with the common pedagogical practice of substituting the symbol for the experience. The impact of the latter is illustrated by the poor performance of grade 11 students on a functions problem, while the former is argued to contribute to the success of grade 6 students on the same item. Contains 2 figures, a table of data, and 42 references. (Author/BT)

ED 434 860 SO 030 891

Martin Van Buren's "Return to the Soil." Teaching with Historic Places.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

This book presents data from Recruiting New Teachers, Inc.'s national study that focused on urban teacher induction programs and practices in the United States. The book's seven parts are as follows: (1) "Introduction"; (2) "Induction's Recent History"; (3) "Major Findings of the Program Survey and Site Visits"; (4) "State-Initiated Induction Programs"; (5) "Conclusions and Recommendations"; (6) "References"; and (7) "Appendices." The two appendices provide program profiles and a program directory. The study demonstrates how large urban school districts (many dealing with issues of teacher shortage, inadequate training, and high turnover) are meeting the needs of teachers during their first 3 years in the classroom. The study examined induction's critical role in developing and retaining teaching professionals. It involved a comprehensive review of literature on the subject; surveys of school district personnel nationwide; site visits in 10 major cities; mail and telephone surveys of state education agencies; and a review of induction-related state agency documents. Overall, results indicate that most urban school districts are providing various forms of support and assistance to inductees. As a result, fewer new hires were left to learn the ropes alone. However, over one-fourth of the programs were not serving all eligible inductees. Moreover, not enough is known about the real quality of induction experiences for those who are served. The data demonstrate the efficacy of induction programs in helping to reduce new teacher turnover. The report lists six steps that school leaders, university teacher educators, state and federal policymakers, and foundations should take to meet the needs of novice teachers and retain them in the teaching profession. The Executive Summary provides a 10-page overview of the study. (SM)

ED 434 880 SP 038 815

Fernandes, Lydia
Value Personalisation: A Base for Value Education.
PUB DATE- 99
NOTE- 24p.; Paper presented at the International Conference on Teacher Education (3rd, Beit Berl, Israel, June 27-July 1, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Higher Education; Interpersonal Competence; Modeling (Psychology); *Moral Values; Preservice Teacher Education; Role Models; Secondary Education; Secondary School Students; Secondary School Teachers; Social Values; *Student Teacher Attitudes; Student Teachers; Teacher Attitudes; Teacher Behavior; Teacher Influence; *Values Education
IDENTIFIERS- India

This study examined the impact of the Value Clarification Action Plan on the quality of values education for secondary school students. The study identified values to be modeled through teacher behavior, created an action plan for preservice teachers through the values clarification process, trained students in values personalization, helped teacher trainees in preparing lesson plans that integrated values, and identified the impact of value personalization on the quality of their teaching values in the classroom. A group of 40 out of 100 teacher trainees at one college in India participated. The study involved five phases: preparing the values clarification organizations. Five resulting policy recommendations for effective administration of JSL education are noted. (Contains 13 references.) (SM)

ED 434 898 SP 038 833

Grunbaum, Jo Anne; Kann, Laura; Kinchen, Steven A.; Ross, James G.; Gowda, Vani R.; Collins, Janet L.; Kolbe, Lloyd J.
Youth Risk Behavior Surveillance--National Alternative High School Risk Behavior Survey, United States, 1998.
PUB DATE- 99
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Alcohol Abuse; Behavior Problems; Dietetics; Drug Abuse; Eating Habits; *High Risk Students; High School Students; Homicide; *Injuries; *Nontraditional Education; Physical Activity Level; Pregnancy; Secondary Education; Sexuality; Smoking; *Student Behavior; Suicide; Tables (Data); *Violence
IDENTIFIERS- *Health Behavior; *Risk Taking Behavior; Sexually Transmitted Diseases; Youth Risk Behavior Survey

The Alternative High School Youth Risk Behavior Survey (ALT-YRBS) is one component of the Youth Risk Behavior Surveillance System (YRBSS), which monitors six categories of health risk behaviors among youth and young adults. The 1998 ALT-YRBS measured priority health risk behaviors among students at alternative high schools. It used a three-stage cluster sample design to produce a nationally representative sample of students in grades 9-12 who attended alternative high schools. Results indicated that many alternative high school students engaged in behaviors that increased their likelihood of death from motor vehicle crashes, other unintentional injuries, homicide, and suicide. Comparing ALT-YRBS results with 1997 national YRBSS results demonstrates that the prevalence of most risk behaviors is higher among students attending alternative high schools than among students attending regular high schools. Some risk behaviors are more common among certain sex and racial/ethnic subgroups of students. (Contains 18 references.) (SM)

ED 434 899 SP 038 834

Brindis, Claire; Kirkpatrick, Robin; Macdonald, Tracy; VanLandeghem, Karen; Lee, Susie
Adolescents and the State Children's Health Insurance Program (CHIP): Healthy Options for Meeting the Needs of Adolescents.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 99
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Child Health; Confidentiality; *Health Insurance; *Health Needs; Health Services; Low Income Groups; Program Evaluation; Quality Control; School Health Services; Secondary Education; Secondary School Students; Special Needs Students; State Government
IDENTIFIERS- Access to Health Care; *Childrens Health Insurance Program; School Based Health Clinics

suggest that qualitative research in educational leadership and school administration also is not monolithic. Researchers in school administration now embrace a plurality of methodological approaches, and this move toward pluralism, away from methodological meta-narratives, is a healthy one. The first part of this essay traces the recent history of scholarship in educational research as it moves away from modernity. The second part analyzes the epistemological shifts in the research "problem" in school administration. The use of educational images may be more appropriate to capture the range of nuanced understandings in educational research, and the arts seem to hold exceptionally strong promise to capture the nonscientific dimensions. The ultimate need is for a conception of aesthetics in both research and practice. Metaphorical language is well-suited for communicating research into educational school administration and educational leadership. (Contains 35 references.) (SLD)

ED 434 920 TM 030 171

Walker, Gary; Grossman, Jean Baldwin
Philanthropy and Outcomes: Dilemmas in the Quest for Accountability. P/PV Briefs.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Comparative Analysis; Evaluation Methods; Financial Support; *Philanthropic Foundations; Planning; Sample Size
IDENTIFIERS- *Impact Evaluation; *Outcome Oriented Evaluation

This paper attempts to lay out some of the factors that need to be considered when a philanthropy decides to put a greater emphasis on "outcomes." The factors are divided into three broad categories: technical, substantive, and strategic. Technical factors are those dealing with how to measure outcomes. It must be recognized that outcomes are not the same as impacts. Issues that must be considered are those related to comparison groups, sample size, and the identification of group activities. Substantive factors are those related to what to evaluate. Research suggests that foundations should think about the field as a whole, and not just particular programs. Strategic factors are concerned with what to do. The greatest need is not simply more declaration, envisioning, or assessment of outcomes. Instead, it is figuring out what to do to get those outcomes and the desired impacts. (SLD)

ED 434 921 TM 030 172

Adair, James H.; Berkowitz, Nancy F.
Live Application Testing: Performance Assessment with Computer-Based Delivery.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Certification; *Computer Assisted Testing; Computer Software; Job Skills; *Performance Based Assessment;

ED 434 942 TM 030 195

Leung, Yan Wing; Print, Murray
A Search for Rational Nationalistic Education in Hong Kong.
PUB DATE- 98
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998) and at the Annual Meeting of the Australian Association for Research in Education (Adelaide, South Australia, Australia, November 29-December 3, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; Critical Thinking; *Curriculum Development; Foreign Countries; Models; *Nationalism; *Secondary Education; Teaching Methods
IDENTIFIERS- China; *Hong Kong

Many Asian countries have strong elements of nationalistic education in their civic education. In 1996, a year before the return of sovereignty of Hong Kong to China, a new official "Guidelines on Civic Education in Schools" was issued by the Education Department. This document proposes a curriculum framework with equal emphasis on human rights education, education for democracy, education for rule of law, nationalistic education, global education, and education for critical thinking. After July 1997, there has been very strong public pressure for more nationalistic education, and more schools were taking the initiative to implement nationalistic education. This paper attempts to construct a framework to study the understanding of nationalism of teachers implementing nationalistic education in Hong Kong secondary schools and to construct a framework to study whether the practice of nationalistic education in schools is guided by good practice of civic education. The framework consists of a set of questions based on the three promising pedagogies of citizenship: civic participation, an issues-based approach, and critical thinking. (Contains 123 references.) (SLD)

ED 434 943 TM 030 196

Etsey, Y. Kafui
Teachers' and School Administrators' Perspectives and Use of Standardized Achievement Tests: A Review of Published Research.
PUB DATE- 97
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; *Administrator Attitudes; Elementary Secondary Education; Literature Reviews; *Standardized Tests; *Teacher Attitudes; Teachers; *Test Use

Stakeholders and practitioners are concerned about the extent to which standardized achievement tests are meeting the general and specific purposes they were designed to achieve. Several empirical studies have been conducted to this end. This study reviews this research to determine current trends in teachers' and school administrators' perspectives and uses of combine students from elementary, middle, and high school levels. (Contains 20 references.) (SLD)

ED 434 964 UD 033 137

Riordan, Cornelius; Galipeau, Kim
Achievement and Equity in Catholic and Public Secondary Schools: Gender Gap Comparisons from 1972 to 1992.
PUB DATE- 98
NOTE- 46p.; Earlier version of this paper presented at the Institute of Educational Initiatives (South Bend, IN, November 14, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Catholic Schools; Educational Trends; Females; *High School Students; High Schools; Males; National Surveys; *Public Schools; *Sex Differences
IDENTIFIERS- Gender Issues; High School and Beyond (NCES); National Education Longitudinal Study 1988; National Longitudinal Study High School Class 1972

Recent reports have confirmed that boys, not girls, are increasingly on the unfavorable side of the gender gap in education and developmental matters. This paper provides an analysis of trends in the gender gap among students in Catholic and public schools during the period from 1972 to 1992 for a select set of variables. Although the gender gap on test scores has received considerable attention in recent years, Catholic/public school comparisons have not been made, and very little attention has been given to variables other than test scores. Data are from three national surveys of high school students, the National Longitudinal Study (1972), the High School and Beyond Study (1980), and the National Educational Longitudinal Study (1992). The gender gap across Catholic, single sex, and coeducational schools is also considered, as well as several important demographic trends in Catholic schools. There is no evidence for a one-way gender gap favoring males beyond 1992 in either Catholic or public schools. As of that time, females possess an advantage on most central educational outcome indicators, on average. Movement towards this 1992 state of affairs can be observed in the trend results as early as 1980. At the same time, females have lost a gender gap advantage that they previously held on two other variables that are indirectly related to educational outcomes. All of this suggests that the broad nationwide efforts to bring about gender equity in schools has been effective. As a result of these trends, however, boys rather than girls are now on the short end of the gender gap in many school outcomes. Two appendixes describe the national survey data sets and list the variables studied. (Contains 8 figures, 3 tables, and 55 references.) (SLD)

ED 434 965 UD 033 140

Books, Sue, Ed.
Invisible Children in the Society and Its Schools. Sociocultural, Political, and Historical Studies in Education.
PUB DATE- 98
NOTE- 214p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)

objectives, scope, and methodology of the study. The report includes a table summarizing points of distinction among RBA efforts in the eight states studied. (EV)

ED 434 735 PS 027 938

Schilder, Diane
Aiming for Accountability: Ohio. Reaching Results.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 44p.; Compiled by the Harvard Family Research Project (HFRP) Results-Based Accountability Project. For related documents, see PS 027 933-941.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Case Studies; Program Descriptions; Program Design; Program Development; Program Evaluation; Program Implementation; State Action; *State Programs; *Welfare Services
IDENTIFIERS- Family Resource and Support Programs; *Ohio

Interest is growing in planning and implementing new systems of holding child and family services accountable for results. The Results-Based Accountability (RBA) Project at the Harvard Family Research Project (HFRP) has supported and built upon recent state efforts to develop these new accountability systems for child and family services. The RBA reports, including this case study, are intended to help share insights and experiences in designing and implementing RBA systems. This report on RBA in Ohio begins with a brief overview, which summarizes the key points in the case study. A section of sociodemographic information and information about the state's governance structure directs the reader to unique qualities of the state that have helped to influence its RBA work. A timeline of the most critical events in the design and implementation of RBA efforts is included, along with a list of the key terms and concepts used in the state. Each separate RBA effort is described in detail, including its history and impetus, those who initially sponsored the effort, and the legal mechanism behind the effort. In addition, the early champions and actors involved in each effort and the funding sources and resources that support the effort are noted, and the governance and coordination between this effort and any others that may exist are described. The design and implementation of each effort are also described in detail, including information about the planning of the effort; the selection of goals, indicators, and targets; the collection of data; and the ways in which stakeholders were involved. The report describes the state infrastructure that supports the effort, such as staff, computer resources, and training. Where applicable, the report describes the way in which program evaluation links to the RBA effort. Each section also includes information about how each effort is being used; the uses include planning, citizen engagement, programming, budgeting and contracting, and communication. A list of key contacts is provided, and a final section describes in detail the objectives, scope, and methodology of the study. The report includes a table summarizing points of distinction among RBA efforts in the eight states studied. (EV)

ED 434 736 PS 027 939

Little, Priscilla

University and IRI/SkyLight. Some appended pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Anger; Behavior Modification; Change Strategies; *Conflict Resolution; Cooperative Learning; Elementary Education; *Elementary School Students; *Interpersonal Competence; Journal Writing; *Junior High School Students; Junior High Schools; Listening Skills; Program Effectiveness; Student Improvement
IDENTIFIERS- *Conflict Management; Emotional Expression; Teacher Journals

This action research project evaluated the effectiveness of a program to enhance students' social skills with peers. The targeted population was comprised of elementary and junior high school students in an economically diverse, predominantly blue collar community in central Illinois. The problem of inability to problem solve, listen actively, resolve conflict, and deal with anger was documented by means of teacher observational checklists of student behavior, office disciplinary referrals, teacher surveys, and teacher journal entries. The 5-month intervention was comprised of cooperative learning activities, conflict resolution and anger management techniques, and a modified school-based student management program. Program effectiveness was assessed by comparing pre- and post-intervention measures in the number of disciplinary referrals, behavior checklists, student interviews, and teacher observations recorded in journal entries. Post-intervention data indicated that students showed increased interpersonal relationship skills and improved abilities to manage conflict. (Fourteen appendices include data collection instruments and sample classroom materials. Contains 20 references.) (KB)

ED 434 753 PS 027 983

Rubin, Christa
Self-Esteem in the Classroom.
PUB DATE- 99
NOTE- 48p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Change Strategies; *Cooperative Learning; *Elementary School Students; Interpersonal Competence; Low Income Groups; Motivation; Multiple Intelligences; Pretests Posttests; Primary Education; Program Effectiveness; Program Evaluation; Questionnaires; *Self Esteem; *Student Attitudes; *Student Improvement; Student Journals; Surveys

Identifying low self-esteem as the underlying factor contributing to poor school attitudes, negative self feelings, difficulty making friends, and difficulty in working independently and completing assignments, this action research project evaluated the effectiveness of an intervention incorporating cooperative learning and teaching to the multiple intelligences in a third grade class. The targeted population consisted of 22 third graders attending a midwestern elementary school in which almost half of the population comes from low income families. The problem of low self-esteem was documented through teacher anecdotal records, a teacher questionnaire, a student survey, Child Development (FCD) for 1998-99. Beginning the report is a discussion of the history and mission of the foundation, its funding priorities, and application procedures. The report lists the members of the Council, Board of Directors, Officers, and staff. The joint statement of the chair, Barbara Paul Robinson, and the president, Ruby Takanishi, highlights the historic background of the 100 year old foundation and its evolution from a direct-service agency to a strategic philanthropy. The statement also discusses future plans to support efforts to reframe a social covenant regarding the care and responsibility of children and to continue attention to children of working poor families, accessibility to quality health care and early education/care programs, and joint efforts with other sectors of society, including labor unions, the business community, and parents themselves to place children and family issues higher on the public agenda. The remainder of the annual report delineates the research, policy, service/program development, discretionary, and Anne K. Belding Memorial Fund grants awarded in 1998-99. Foundation-sponsored publications are listed. The independent auditor's report detailing the financial position of the foundation and the schedule of investments completes the annual report. (KB)

ED 434 772 PS 028 051

Levine, Eliot
Familias Latinas: Participando en la educacion de sus hijos (Latino Families: Getting Involved in Your Children's Education). Early Childhood Digest.
SPONS. AGENCY- National Inst. on Early Childhood Development and Education (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 3p.; For English version, see ED 428 881.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Elementary Secondary Education; Hispanic Americans; *Parent Participation; Parent Role; *Parent School Relationship; *Parent Student Relationship; Parents
IDENTIFIERS- *Latinos

Noting that many Latino parents have questions about parent participation in their children's education and how to go about getting involved, this Spanish-language early childhood digest answers some of those questions by providing suggestions for ways parents can involve themselves in a child's education both at school and at home. Following a brief explanation of what schools in the United States expect of parents, the digest offers suggestions for how to help a child's education at home, such as ways to make sure children are healthy and well-rested, ways to encourage early language skills, ways to provide a good learning environment, and ways to share parents' expectations. Next, the digest offers suggestions for helping a child's education at school, such as using translators, getting to know the child's teacher, attending parent-teacher conferences, and learning about school rules and school programs. Finally, the digest offers suggestions for addressing problems with the school, such as being persistent, using the district's appeal process, and talking with parents and advocates outside the school. (HTH)

ED 434 773 PS 028 054

asked to develop a plan for each of three illustrative case studies. Sections 5 and 6 cover the design, implementation, and ongoing evaluation and adjustment of an individualized plan and provide additional practice for the trainee. Appendices include the Fetal Alcohol Exposure Risk Assessment for Adolescents and Adults; an outline of psychosocial needs associated with FAS in adolescents and adults; "Vocational Development for Individuals with Fetal Alcohol Syndrome or Fetal Alcohol Effects" (Georgiana Wilton); and abbreviations. (Contains 31 references.) (SU)

ED 434 790 RC 022 114

Thomason, Timothy C.
Improving the Recruitment and Retention of American Indian Students in Psychology.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 20p.; Project Number D-9.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indians; *College Students; Higher Education; Labor Needs; *Psychologists; Psychology; School Holding Power; *Student College Relationship; Student Needs; *Student Recruitment; Teacher Student Relationship
IDENTIFIERS- Student Support Services

There is a great need to increase the number of American Indian students in psychology, especially in clinical and counseling psychology. Nationally, there are fewer than 200 American Indian psychologists, and most mental health services for Indian people are provided by paraprofessionals, who may be poorly trained for this function. In addition, Indian people tend to experience more psychological problems than non-Indians, having higher rates of alcoholism, depression, and suicide. The lack of American Indian psychologists is a multifaceted problem, involving lack of cultural relevance of pathology-oriented models and lack of psychologist role models for prospective Indian students. The ability of university psychology programs to attract American Indian students is influenced by the small size and geographic concentration of the Indian population, the isolation of Indian students in rural areas and on reservations, student poverty, and biased admission criteria. Student recruitment efforts could be improved through the commitment and support of the entire psychology department, the recruitment of Indian faculty members, faculty travel to schools and tribal areas, advertisements in tribal publications, and establishment of an Indian student center on campus. Retention of Indian students in college could be improved by making reasonable accommodations for cultural differences, establishing support groups and mentoring relationships, and getting feedback from American Indian graduates. (Contains 28 references.) (SU)

ED 434 791 RC 022 115

Sanderson, Priscilla Lansing; Clay, Julie Anne
Strategies on Successful Independent Living Services for American Indians with Disabilities: A Research-Dissemination Final

Shrinking Population," "People and the Environment," and "Faith and Sustainability." Contains a sustainability quiz, a sample opinion editorial, and a 10-item list of resources. (CCM)

ED 434 813 SE 062 827

Space Science for Children: All about the Moon Videotape .
PUB DATE- 99
NOTE- 0p.; For other videotapes in this series, see SE 062 828-830 and SE 063 188.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Astronomy; Elementary Education; Hands on Science; *Lunar Research; *Science Activities; Science and Society; Science Instruction; *Scientific Concepts; Space Exploration; *Space Sciences; Videotape Recordings
IDENTIFIERS- *Moon

This 23-minute videotape gives children, grades K-4, a close-up look at the moon in order to answer the following questions: (1) Why does the moon appear different every night? (2) What does the moon look like up close? (3) What is it like to walk on the moon? and (4) Could we live on the moon someday? A hands-on activity designed to demonstrate the phases of the moon is described and the formation of the moon's landscape is discussed. This program is based on the concepts outlined in the National Science Education Content Standards for Earth Science: Properties of Earth Materials, Objects in the Sky, and Changes in Earth and Sky. (WRM)

ED 434 814 SE 062 828

Space Science for Children: All about the Sun Videotape .
PUB DATE- 99
NOTE- 0p.; For other videotapes in this series, see SE 062 827-830 and SE 063 188.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Astronomy; Ecology; Elementary Education; *Energy; Hands on Science; *Heat; *Science Activities; Science and Society; Science Instruction; Scientific Concepts; *Solar System; *Space Sciences; Videotape Recordings
IDENTIFIERS- *Sun

This 23-minute videotape aims to give children, grades K-4, a broad understanding of the center of our solar system, the sun. It explains how the sun provides us with life-giving light and heat, how it's responsible for our seasons and weather, and why it's the primary source of energy on Earth. A hands-on activity in which children create their own solar oven is presented. This program is based on the concepts outlined in the National Science Education Content Standards for Earth Science: Properties of Earth Materials, Objects in the Sky, and Changes in Earth and Sky. (WRM)

ED 434 815 SE 062 829

Space Science for Children: All about Stars Videotape .
PUB DATE- 99

This is a classroom-ready program about the U.S. economy's number one challenge: globalization. Few historical forces have more power to shape students' lives than globalization, the gradual economic integration of all the world's nations. This program is designed to supplement social studies courses in economics, government, U.S. and world history, world cultures, and geography. The unit contains a newsletter for students in grades 9-12, four reproducible activity masters included in a four-page teacher's guide, and a full-color map, "The Global Marketplace," presented as a full-sized wall poster. The learning objectives are: (1) to define the word 'globalization' as it relates both to the merging of the world's economies and to shifts in the way U.S. corporations operate; (2) to explain why globalization requires workers at all levels to have more flexibility, more skills, and more knowledge; (3) to list two advantages of globalization for consumers; (4) to describe at least two challenges of globalization for businesses; (5) to list three main categories of goods that are exported and imported by the United States; and (6) to explain how the history of U.S. tariffs reflects a continual debate between protectionists and free traders. (LB)

ED 434 839 SO 029 700

Global Visions. Teaching Suggestions and Activity Masters for Unit 2: World Competitiveness.
PUB DATE- 96
NOTE- 14p.; Full-sized wall poster is not available from EDRS. Color photographs may not reproduce well. For related units, see SO 029 699 and SO 029 701.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Context; Economic Change; *Economic Development; *Economics; *Economics Education; Foreign Countries; *Global Approach; High Schools; Maps; Social Studies; Youth
IDENTIFIERS- *Economic Growth; *Global Issues

This is a classroom-ready program to help students explore the economic forces that are shaping their world and their future. This program is designed to supplement social studies courses in economics, government, U.S. and world history, world cultures, and geography. The unit contains a newsletter for students in grades 9-12, four reproducible activity masters contained in a four-page teacher's guide, and a full-color map, "1996 World Competitiveness Scoreboard," presented as a full-sized wall poster. The learning objectives are: (1) to define 'apprentice' and to explain the value of apprenticeships in smoothing the path from school to work; (2) to explain how the international exchange of goods and services benefits all parties involved in trade; (3) to explain how expanding trade improves the quality of U.S. jobs; (4) to list five competencies that a Cabinet-level commission deemed essential for effectiveness at work; (5) to list factors conducive to competitiveness within nations; (6) to estimate how well the students would do on an employment test for production-line workers; and (7) to describe the correlation between academic achievement and income. (LB)

ED 434 840 SO 029 701

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Architecture; Built Environment; Elementary Secondary Education; *Heritage Education; Interdisciplinary Approach; Local History; *Presidents of the United States; State History; *United States History
IDENTIFIERS- Jacksonian Era; Political Cartoons; *Van Buren (Martin)

Using primary documents, maps, and visual data, this lesson packet focuses on Martin Van Buren and his retirement home, Lindenwald, which is on the National Register of Historic Places. The lesson materials compliment classroom study of early 19th century politics by tracing the life of Martin Van Buren and his role in the Jacksonian Era. Included in the packet are background materials, readings, visual images, student activities, and a list of supplementary resources. (MM)

ED 434 861   SO 030 903

Barchers, Suzanne I.; Marden, Patricia C.
Cooking Up U.S. History: Recipes and Research To Share with Children. Second Edition.
PUB DATE- 99
NOTE- 201p.; Illustrated by Leann Mullineaux. For first edition, see ED 406 316.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooking Instruction; Elementary Education; Instructional Materials; Integrated Activities; Middle Schools; *Recipes (Food); *Social Studies; *United States History

Focusing on the rich heritage of North American cooking, this resource encourages teachers of elementary and middle school students to use cooking experiences when teaching about U.S. history. More than 100 recipes are grouped by historical periods, by the cultural groups, or regional areas which influenced food preferences at that time. Recipes have been carefully researched and selected to reflect the practices of the period. Chapter titles are: (1) "Native American Indians"; (2) "The Colonial Period"; (3) "The Revolutionary War"; (4) "Westward Expansion"; (5) "The Civil War"; (6) "The Northeast"; (7) "Mid-Atlantic States"; (8) "The Southeast"; (9) "The Midwest and Prairies"; (10) "The Southwest"; and (11) "The West." Word lists, library links, and resource lists, including fiction and nonfiction books, films, videos, and CD-ROMS, are included at the end of each chapter. Appendices provide answers to library links, food measurements, altitude adjustments for baking, and a glossary of cooking terms. (Contains an index.) (MM)

ED 434 862   SO 030 904

Wheeler, Pat
Herbert Hoover: Iowa Farm Boy and World Humanitarian. Teaching with Historic Places.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

action plan; planning for values personalization; training for the integrated approach to values education; post-treatment testing; and analysis of the data. Data analysis indicated that the guidance and motivation provided to teacher trainees to clarify values by identifying them, to prepare action-oriented strategies, and to practice values using the action plan and giving value-integrated lessons created significant positive changes in personalizing values. Their experiences developed in them the ability to see beyond words and images, to find the real depth and meaning in whatever happened in life. The personalization of values provided a strong base and foundation for effective values education and helped teacher trainees have consistency in their teaching and practice. (SM)

ED 434 881 SP 038 816

Jackson, Jerlando F. L.; Mathews, Jerry G.
An Evaluation of the Target Success Mentor Program.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Students; *College School Cooperation; High Risk Students; Higher Education; *Junior High School Students; Junior High Schools; *Males; *Mentors; *Partnerships in Education; Program Evaluation; Public Schools
IDENTIFIERS- *African Americans; Auburn University AL

Auburn University's Office of Minority Advancement, in conjunction with Auburn Junior High School, implemented a joint program to assist at-risk African-American male students while at Auburn Junior High School. Using the help of faculty and trained college student mentors, the Success in Reading Program was designed to enhance successful matriculation of minorities into Auburn High School. Auburn University faculty members conducted monthly seminars that addressed such issues as social skills, study strategies, learning skills, and career counseling. Student mentors guided mentees through the program. A summer program offered expert instruction and emphasized age-appropriate sports instruction and skills development as well as instruction in alcohol/drug abuse prevention, nutrition, personal health, career opportunities, and job responsibilities. Each mentee was tracked throughout the program. Evaluation involved survey questionnaires. Each mentee, mentor, and guest speaker completed a survey questionnaire during one seminar session and again, later, by mail. The evaluation examined the effectiveness of recruitment methods, mentoring workshops, and the mentoring process. Results indicated that the program was able to help retain at-risk African-American males in the public schools. The program made a positive impact on mentees' lives. Mentors believed the program was planned and implemented in an organized way. Guest speakers also considered the program effective. The surveys and a participant letter are appended. (SM)

ED 434 882 SP 038 817

Trumbull, Elise; Greenfield, Patricia; Quiroz, Blanca; Rothstein-Fisch, Carrie
Bridging Cultures: Evaluating Teachers' Understanding of Cross-Cultural Conflicts.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English

This publication summarizes key findings and themes from interviews conducted in 1998 with representatives from 12 states regarding the State Children's Health Insurance Program (CHIP). The CHIP helps meet the complex health care needs faced by low-income, uninsured adolescents, including those with special needs. The report also examines key research and reports and discusses the experiences of various related organizations in adolescent health financing and delivery. After presenting a background, the report describes research methodology and discusses major issues for adolescents under CHIP: benefit package, outreach and enrollment, assuring access to care, confidentiality, adolescents with special needs, school-based/school-linked health centers, quality assurance, evaluation, and linkages with other health and social service programs. Findings related to each issue are presented. Overall, states are responding to the challenge of implementing CHIP with creativity and innovation. They realize that low-income adolescents have unique health needs that require targeted efforts. The four appendixes contain names and titles of interview respondents, respondents' priority issues for adolescents, summary of CHIP programs/plans for surveyed states, and resources on CHIP and adolescents. (Contains approximately 110 references.) (SM)

ED 434 900 SP 038 835

Ramaraju, Rukminiyamma
Impact of International Co-operation on Selected Fields of Indian Education.
PUB DATE- 99
NOTE- 309p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010), Reports - Research/Technical (143)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; Federal Government; Foreign Countries; Higher Education; *International Cooperation; *Population Education; *Preservice Teacher Education; *Science Education; Teachers
IDENTIFIERS- *India

This book is the outcome of a research study on the impact of international cooperation on selected fields within Indian education, focusing on needs in the areas of teacher education, science education, and population education. Data sources for the study included published and unpublished printed materials and interviews with selected professionals. Three indicators of impact were used to assess the impact of international cooperation. Chapter 1, "The Background," provides the backdrop against which the investigation was conceived and developed. Chapter 2, "International Organizations/Agencies Involved in Education," provides an overview of the major international organizations involved in Indian education. Chapter 3, "Teacher Education," chapter 4, "Science Education," and chapter 5, "Population Education," describe innovations, projects, and programs initiated with international cooperation, noting the major findings in each area. Chapter 6, "Impact of International Cooperation," reviews the study, highlights major findings, and offers recommendations for further research, policy initiatives, and professional practice. (SM)

ED 434 901 SP 038 836

James, Delores C. S.; Rienzo, Barbara A.
High Five: A Nutrition Program for High School Youth. Teacher Guide.

Work Sample Tests
IDENTIFIERS- *Lotus Notes

To measure workplace skills more realistically for certification purposes, two computer-delivered performance examinations, termed "Live Application" exams, were developed to test job-related competencies in a specific software product, Lotus Notes. As in the real world, success on examination tasks was determined by the examinee's final product, not interim keystrokes. A specially developed scoring program evaluated results of examination tasks. In the final examination format, examinees received a detailed score report immediately on completing the examination. The beta versions of the examinations were administered over a 3-month period to 171 people. A follow-up questionnaire was then sent to all of these beta examinees. Respondents reported feeling that the examination was fair (80% agreement) and a good test of their skills (90% agreement), and they also reported that taking the examination was a valuable experience (95% agreement). (Contains 5 tables and 18 references.) (SLD)

ED 434 922 TM 030 174

Alaska Benchmark Examination Booklet.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Achievement Tests; *Benchmarking; Educational Change; Elementary Education; Mathematics; Reading; State Programs; *State Standards; Test Construction; Test Content; Test Format; Test Results; Test Use; *Testing Programs; Writing (Composition)
IDENTIFIERS- *Alaska; Reform Efforts

The Alaska Benchmarks Examinations measure student achievement in reading, writing, and mathematics at grades 3, 6, and 8. This booklet answers some of the most frequently asked questions about these examinations and presents some sample questions. The Benchmark Examinations are part of a statewide school reform effort known as the Quality Schools Initiative. Information about student achievement will be used in planning and implementing school improvement. The Benchmark examinations measure whether students are achieving statewide academic standards in reading, mathematics, and writing. Results are reported to individual students, schools, and school districts to provide information on student strengths and weaknesses. Each examination contains multiple-choice, short constructed-response, and extended constructed-response test items. The sample questions for each of the three benchmark levels (grades 3, 6, and 8) illustrate the kinds of questions students face on the Benchmark Examinations. The first operational administration of the Benchmark Examinations is set for March 2000. (SLD)

ED 434 923 TM 030 175

Owen, Lisa B.; Lamb, Charles E.
Bringing the NCTM Standards to Life: Best Practices from Elementary Educators.
PUB DATE- 96
NOTE- 151p.

standardized achievement tests. In the first step of this review, literature on teachers' and school administrators' perspectives and the uses of standardized tests was searched in the Educational Resources Information Center (ERIC) database. The second step was the selection of relevant studies. The final step involved reading and analyzing the full text of the studies. The review shows that the current attitude of classroom teachers toward standardized achievement tests appears to be negative, although administrators have more positive attitudes. Teachers use standardized achievement test results on a limited scale to make educational decisions, using the tests mainly to confirm or supplement the information they already have about their students. Administrators find standardized test results very useful, especially for curricular evaluation, communication with parents, and evaluation of school effectiveness. Recommendations for test use resulting from these findings include greater localization of state-mandated tests. School administrators should not use standardized tests to assess school effectiveness. Further studies of the perceptions and uses of standardized tests are needed. (Contains 162 references.) (SLD)

ED 434 944 TM 030 197

Salisbury-Glennon, Jill D.; Gorrell, Jeffrey; Sanders, Steve; Boyd, Pamela; Kamen, Michael
Self-Regulated Learning Strategies Used by the Learners in a Learner-Centered School.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cluster Analysis; Elementary School Students; Goal Orientation; Intermediate Grades; Junior High School Students; Junior High Schools; *Learning Strategies; Mixed Age Grouping; Student Motivation
IDENTIFIERS- *Learner Centered Instruction

The effects of a learner-centered approach on self-regulated learning were studied, and a cluster analysis was used to categorize students based on their goal orientation and to relate goal orientation to the self-regulated learning strategies used by the learner. Participants were 114 sixth and seventh graders from 2 multiage classrooms in an urban middle-class school that espoused a learner-centered approach to education. The study used a variety of methods, including the Self-Regulated Learning Interview Schedule and the Patterns of Adaptive Learning Survey, to elucidate the self-regulated learning strategies and achievement goal orientations of these students. The self-regulated learning strategies used most often were seeking, organizing, and transforming information, seeking social assistance from teachers, and goal-setting and planning. Less often used were rehearsing and memorizing, self-evaluation, and record-keeping and monitoring. With regard to achievement goal orientation, these students were most oriented toward developing new skills, the intrinsic value of learning, developing their understanding, and improvement. Findings suggest that self-regulated learning strategy use may be affected by motivation goal orientation. Also, some differences were noted between the two classes with respect to task orientation. (Contains 1 table and 20 references.) (SLD)

DESCRIPTORS- Adolescents; *Children; *Elementary Secondary Education; Homeless People; Homosexuality; *Immigrants; *Minority Groups; Nontraditional Education; Urban Youth; Violence

This collection offers reports on groups of children and young people largely unseen or unheard in society and its schools: homeless children, homosexual youth, immigrants, and other marginalized groups of students who are not having their needs met in today's schools. The following selections are included: (1) "Homeless Children and Their Families: The Discards of the Postmodern 1990s" (Valerie Polakow); (2) "Living with Violence: White Working-Class Girls and Women Talk" (Lois Weis and Julie Marusza); (3) "The Crisis within the Crisis: The Growing Epidemic of AIDS Orphans" (Shelley Geballe and Janice Gruendel); (4) "Immigrant Children: Art as a Second Language" (Cristina Igoa); (5) "Urban Appalachian Children: An 'Invisible Minority' in City Schools" (Kathleen Bennett deMarrais); (6) "Traditional Stories of Female Students in an Alternative School" (Linda Steet); (7) "'Before Their Time': Social Age, Sexuality, and School-Aged Mothers" (Nancy Lesko); (8) "Heterosexism, Homophobia, and the Culture of Schooling" (Richard A. Friend); (9) "Where Have All the Children Gone? The Transformation of Children into Dollars in Public Law 104-193" (Barbara Finkelstein, Reem Mourad, and Elyssa Doner); and (10) "Speaking of and against Youth" (Sue Books). Each selection contains references. (SLD)

ED 434 966   UD 033 141

Kim, Henny H., Ed.
Guns and Violence. Current Controversies.
PUB DATE- 99
NOTE- 220p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Numerical/Quantitative Data (110)
DESCRIPTORS- *Crime; Elementary Secondary Education; Gun Control; *Guns; *School Safety; *Urban Problems; *Violence

This book focuses on gun violence and gun control, presenting both sides of arguments about firearms ownership and gun control. Each of five chapters poses a question about gun control and provides answers for both sides of the question. The following essays are included: (1) "Gun Violence Is Becoming an Epidemic" (Bob Herbert); (2) "Gun Violence Is Increasing among Children" (Sandy Grady); (3) "Gun Violence Is Overwhelming the Nation's Health Care System" (Susan Headden); (4) "Gun Violence Is Killing Many Young People" (Jennifer Weiner); (5) "Guns Can Prevent Violence" (John R. Lott, Jr.); (6) "Guns Should Not Be Blamed for Violence" (Don Feder); (7) "The Public's Fear of Violent Crime Is Excessive" (Beth Shuster); (8) "America's Gun Violence Problem Is Exaggerated" (Ted Drane); (9) "Enforcing Gun Control Laws Can Reduce Murders" (Jeffrey A. Roth); (10) "Supporting Gun Control Legislation Would Reduce Crime" ("Glamour" magazine); (11) "Controlling Legal Gun Ownership Does Not Reduce Crime" (John R. Lott, Jr.); (12) "Increased Gun Control Would Result in More Burglaries" (David Kopel); (13) "Domestic Violence Gun Control Laws Hinder Crime Reduction" (James Bovard); (14) "The Second Amendment and Gun Control: An Overview" (Wendy Kaminer); (15) "Gun Control Is Constitutional" (Melissa Huelsman); (16) "The Second Amendment Does Not Guarantee the Right To Own a Gun" (Join Together); (17) "Supreme Court Decisions Support the Constitutionality of Gun Control" (Roger Simon); (18) "Gun

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Abou-Sayf, Frank, Ed.

Institutional Research Bulletin, 1993.
10p. 1mf. L1 ED 434 717

Institutional Research Bulletin, 1994.
18p. 1mf. L1 ED 434 718

Institutional Research Bulletin, 1995.
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McNair, Stephen

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112p. L1 ED 434 686

Successful Campus Fund Raising: Profiles of Award-Winning Fund-Raising Programs. The CASE Best Books Series.
98p. L2 ED 434 621

A Systemic Approach to Facilitating Family Grief Resolution Following the Death of a Child.
13p. L1 ED 434 290

Systemic Change in Higher Education. Western Policy Exchange Project.
30p. L2 ED 434 595

Taking Risks.
62p. L1 ED 434 249

(150) Speeches/Meeting Papers

Achievement and Equity in Catholic and Public Secondary Schools: Gender Gap Comparisons from 1972 to 1992.	46p.	L1	ED 434 984
Administering Schools in a Culturally Diverse Environment: New Developments in Administering First Nations Schools in Canada.	40p.	L1	ED 434 794
Aligning Organizational Features and School Reform: An Examination of Two Recent Reforms.	35p.	L1	ED 434 383
An Analysis of Policy Recommendations for Japanese as Second Language Education.	10p.	L1	ED 434 897
The Association between Computer Laboratory Environment and Student Outcomes.	14p.	L1	ED 434 910
Avoiding the Reefs and Rips While Riding a Relevant Technology Wave into Rural Regions.	6p.	L1	ED 434 667
Balancing the Core Strategies of Institutional Transformation: Toward a "Mobile" Model of Change.	41p.	L1	ED 434 646
Behavioral Strategies: Building Systems.	31p.	L1	ED 434 433
Can a College Structure Enhance Learning?	8p.	L2	ED 434 701
The Center Cannot Hold: Toward a Notion of Plurality in Educational Research.	25p.	L1	ED 434 919
The Changing Role of Vocational Education and the Comprehensive High School.	27p.	L1	ED 434 241
The Changing Roles of Vocational and Academic Education in Future High Schools.	8p.	L1	ED 434 242
Characterizing Effective Environmental Education and Its Impact on Students' Environmental Attitudes.	14p.	L1	ED 434 800
Children's Academic Achievement and Participation in Out-of-School Activities in the Early Elementary School Years.	36p.	L2	ED 434 724
Collaboration between a Technological University Library and Tenant Firms in a Technology Park in Thailand: New Challenges for Librarianship in a Developing Country.	13p.	L1	ED 434 677
The Collaborative Problem Solving Process: Academic and Behavioral Intervention.			

AA - ERIC Processing and Reference Facility

AA001314	ED434198

CE - Adult, Career, and Vocational Education

CE076960	ED434199
CE078100	ED434200
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CG - Counseling and Student Services

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CS - Reading, English, and Communication

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EA - Educational Management

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EC - Disabilities and Gifted Education

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EF - Eric Facility

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FL - Language and Linguistics

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HE - Higher Education

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IR - Information and Technology

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JC - Community Colleges

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PS - Elementary and Early Childhood Education

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RC - Rural Education and Small Schools

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RC022136	ED434796

SE - Science, Mathematics, and Environmental Education

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SO - Social Studies/Social Science Education

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SP - Teaching and Teaching Education

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TM - Assessment and Evaluation

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TM030178	ED434926
TM030179	ED434927
TM030180	ED434928
TM030181	ED434929
TM030182	ED434930
TM030183	ED434931
TM030184	ED434932
TM030186	ED434933
TM030187	ED434934//
TM030188	ED434935//
TM030189	ED434936//
TM030190	ED434937
TM030191	ED434938
TM030192	ED434939
TM030193	ED434940
TM030194	ED434941
TM030195	ED434942
TM030196	ED434943
TM030197	ED434944
TM030198	ED434945
TM030199	ED434946
TM030200	ED434947
TM030201	ED434948//
TM030202	ED434949//
TM030205	ED434950
TM030207	ED434951
TM030208	ED434952
TM030209	ED434953
TM030210	ED434954
TM030211	ED434955
TM030212	ED434956

UD - Urban Education

UD033130	ED434957//
UD033131	ED434958//
UD033132	ED434959
UD033133	ED434960
UD033134	ED434961
UD033135	ED434962
UD033136	ED434963
UD033137	ED434964
UD033140	ED434965//
UD033141	ED434966//
UD033142	ED434967

UD - Urban Education (continue)

UD033143	ED434968
UD033144	ED434969
UD033145	ED434970
UD033147	ED434971
UD033149	ED434972